



**2014-15 Publicly
Reported
Assessment
Results for
Students with
Disabilities and ELs
with Disabilities**

NCEO Report 405

**2014-15 Publicly Reported Assessment
Results for Students with Disabilities and
ELs with Disabilities**

Martha L. Thurlow, Deb A. Albus, and Sheryl S. Lazarus

May 2017

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Thurlow, M. L., Albus, D. A., & Lazarus, S. S. (2017). *2014-15 publicly reported assessment results for students with disabilities and ELs with disabilities* (NCEO Report 405). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.



The Center is supported through Cooperative Agreements (#H326G110002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. The contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but does not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government.



Project Officer: David Egnor

In collaboration with:



NCEO Core Staff

Martha L. Thurlow, Director

Michael L. Moore

Deb A. Albus

Darrell Peterson

Linda Goldstone

Christopher Rogers

Maureen Hawes

Kathy Strunk

Sheryl S. Lazarus

Yi-Chen Wu

Kristi K. Liu

National Center on Educational Outcomes
University of Minnesota • 207 Pattee Hall
150 Pillsbury Dr. SE • Minneapolis, MN 55455
Phone 612/626-1530 • Fax 612/624-0879
<http://www.nceo.info>

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This document is available in alternative formats upon request.

Executive Summary

This is the eighteenth report by the National Center on Educational Outcomes (NCEO) that describes how states publicly report online assessment data for students with disabilities in K-12 schools in the United States. The 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), as well as the Individuals with Disabilities Education Act (IDEA), continues to require states to disaggregate participation and performance data at the state level for all students and student subgroups.

This report presents information on publicly reported participation and performance data for students with disabilities for the 50 regular states and the 11 unique states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands).

For the 2014-15 school year, 42 of the 61 states reported participation and performance data for students with disabilities for all general assessments, and 37 states reported these data for all alternate assessments based on alternate achievement standards (AA-AAS) that were used for the Title I accountability system. During this school year, many states were field-testing new assessments for either their general consortia assessments or alternate consortia assessments. Therefore, the reporting of assessment data was affected to some degree for this reporting cycle. Information about state assessments not used for Title I is also presented.

Information on public reporting for English Learners (ELs) with disabilities is also included in this report. Only 3 states reported both participation and performance for ELs with disabilities for the general assessment. But, as in previous years, more states (N=12) reported these same data for ELs with disabilities on the AA-AAS.

A majority of states reported some participation and performance data by individual grade and test for students with disabilities, though a few only reported these data by merged grades. Thirty-nine states reported student performance by achievement level, and 37 reported the percent proficient.

The public reporting of data will continue to be an essential part of accountability systems. It is anticipated that states will continue to refine how they report data. The following recommendations are offered to states for the public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.
3. Report participation with accommodations.

4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language. This includes not relying on a login code to access otherwise public data if confidentiality of individual students is not jeopardized. It also includes allowing users to see comparisons across grades rather than requiring users to generate individual data for each grade through custom report generators. The ideal is to offer both ways to access data.
6. Provide reports in a format that is user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

Table of Contents

Executive Summary	iii
Overview	1
Method	2
Results.....	3
How States Reported Participation and Performance Data	3
General Assessment Data for Students with Disabilities.....	3
Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) Data for Students with Disabilities	6
Assessment Data for ELs with Disabilities.....	8
Alternate Assessment Based on Modified Achievement Standards (AA-MAS) Data for Students with Disabilities and ELs with Disabilities.....	11
Alternate Assessment Based on Grade-level Achievement Standards (AA-GLAS) Data for students with Disabilities and ELs with Disabilities.....	11
Reporting Participation in 2014-15.....	11
General Assessment Performance Approaches for Students with Disabilities	12
Selected Results of General Assessment Performance for Students with Disabilities	13
Elementary School	13
Middle School.....	16
High School	18
Average Gap Summaries for Students With and Without IEPs by Content Area and School Level	19
Accommodations Data on Students with Disabilities.....	20
Summary and Conclusions	21
Extent of Public Reporting for Students with Disabilities.....	21
Extent of Public Reporting for ELs with Disabilities	21
How Data Are Reported.....	22
Achievement Gaps	22
Recommendations for Reporting	23
References.....	24
Appendix A: Material Used for the Verification Process	27
Appendix B: Data Tables	31

Overview

Under the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) and the continuation of the Individuals with Disabilities Education Act (IDEA) of 2004, the requirement continues for states that receive federal funding, including unique states, to report reading, mathematics, and science assessment data to the federal government for all students and student subgroups. States also are required to report these data to the general public. In the 2014-15 school year many states were field-testing new assessments. Therefore, the reporting of assessment data was affected to some degree for this reporting cycle. States report these data online to the public in several ways, including as state report cards, state assessment reports, and customized data reports generated on state education websites (Albus, Lazarus, & Thurlow, 2014; Lazarus, Albus, & Thurlow, 2016).

The purpose of this report is to examine the extent to which states reported 2014-15 assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). It also describes how states report assessment participation and performance data to the public online. It summarizes these data for grades 4 and 8, and high school, with additional analyses that focus on average performance gaps across years. Additionally, the report summarizes the extent that states report participation and performance for English learners (ELs) with disabilities. It also examines the public reporting of accommodated student data for any student subgroup.

The National Center on Educational Outcomes (NCEO) has tracked and analyzed public reporting for the students with disabilities subgroup for more than 15 years. In 2013-14, the total number of regular and unique states reporting disaggregated participation and performance data online for students with disabilities was 45 states (Lazarus, Albus, & Thurlow, 2016). This showed a decrease of 7 states from the 52 that reported these data in the previous year, 2012-13. Prior to 2012-13, the number had been 49 states in 2011-12, 53 states in 2010-11, and 46 states in 2008-09 and 2007-08 (Albus, Lazarus & Thurlow, 2015; Albus & Thurlow, 2013; Thurlow, Bremer, & Albus, 2011; Albus, Thurlow, & Bremer, 2009). From 2002-03 to 2006-07, the number of states reporting participation and performance varied between 35 states and 39 states (Klein, Wiley, & Thurlow, 2006; Thurlow, Bremer, & Albus, 2008; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007).

In 2013-14, the number of states that reported disaggregated participation and performance data for alternate assessments based on alternate achievement standards (AA-AAS) was 48. During the past 10 years, the number of states reporting for the AA-AAS had been as high as 52 in 2012-13 and as low as 36 states in 2006-07 and 2007-08.

Method

Between January and March 2016, state department of education websites were searched for publicly available reports that disaggregated participation and performance data for students with disabilities for the 2014-15 school year (i.e., state assessment reports, state report cards, customized report generators, and other report formats). The Annual Performance Report (APR) that states submit for federal accountability was not included in the analysis.

States included in the search were the 50 “regular” states and the 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Participation and performance data were collected, as well as information about how states reported those data. Data collection included all general and alternate assessments regardless of whether they were used for the Title I accountability system, including those assessments designed for bilingual students or ELs that were either general or alternate assessments.

Individual state summary tables were prepared for verification using the information gathered about how states reported participation and performance. These verification materials were sent to state assessment directors and state directors of special education in July 2016. Twelve regular states and one unique state responded to the verification request. After the verification was completed, the information on how and whether states reported participation and performance was summarized and additional information on participation rates and proficiency rates were analyzed. Double-checks of the data were completed for accuracy. See Appendix A for a sample email sent to the state directors and sample tables used in the verification process.

Different types of assessments are given in states to serve one or more purposes. For example, some are given for accountability, while others are for diploma or graduation purposes. Some assessments may serve dual purposes within a state. Although the data collected for this report included all state level administered assessments found on state websites, this report focuses on how states publicly reported participation and performance data for students with disabilities on general assessments and AA-AAS. For this analysis, assessments were defined as follows:

General assessment: Any assessment intended for students without disabilities and most students with disabilities that is designed to measure content area performance for Title I accountability or for exit or diploma purposes. General assessments may include end-of-course assessments for states that have them.

Alternate assessment based on alternate achievement standards (AA-AAS): Any assessment intended for a very small percentage of students with disabilities who have significant cognitive disabilities to measure content area performance for Title I account-

ability, or for exit or diploma purposes. AA-AAS may include end-of-course assessments for states that have them.

For the few states that administer additional types of alternate assessments, such as those using modified achievement standards or grade-level achievement standards, we provide only basic information on how they reported those data.

Changes in policies for reporting data to the U.S. Department of Education over time, as well as adjustments in our own criteria, which narrowed after 2004-05, likely have affected the numbers of states counted as reporting on the general assessment and AA-AAS across years. APR data were not counted as publicly reported data after 2004-05 because these data were not necessarily reported with the same frequency and detail as public reporting for all students (see Thurlow et al., 2008).

Results

Results are presented in five sections in this report. The first section presents information about how states reported participation and performance data for students with disabilities for general and alternate assessments used for Title I accountability as well as those assessments not used for Title I accountability. It also examines how the same data were reported for ELs with disabilities. The second section describes the approaches states used to report participation data for general assessments. The third section describes the approaches states used to report performance data for general assessments. The fourth section presents select general assessment performance data at the elementary, middle school, and high school levels for reading and math, including information about average achievement gaps. The final section presents information about the public reporting of the use of accommodations on state assessments.

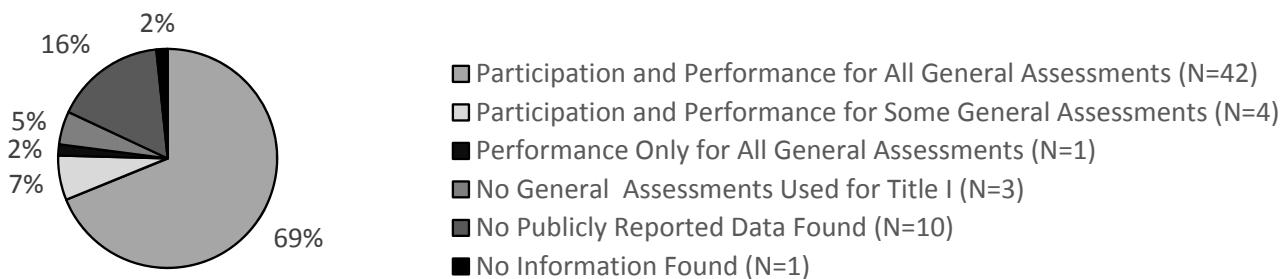
How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 42 of the 61 regular and unique states reported participation and performance for all general assessments used for Title I accountability for students with disabilities. Sixty-nine percent of states reported participation and performance for all general assessments, 7 percent reported participation and performance for some general assessments, and 16 percent had no publicly reported data. Five percent (3 unique states) had no general assessments used for Title I. States with “no information found” differed from states without reported data found in that no assessment information or documents were found for general students in those states.

Figure 2 shows how each state reported the participation and performance of students with disabilities for the general assessment. The map shows that most states had full reporting of participation and performance for students with disabilities on general assessments used for Title I accountability. For details, see Table B-1 in Appendix B.

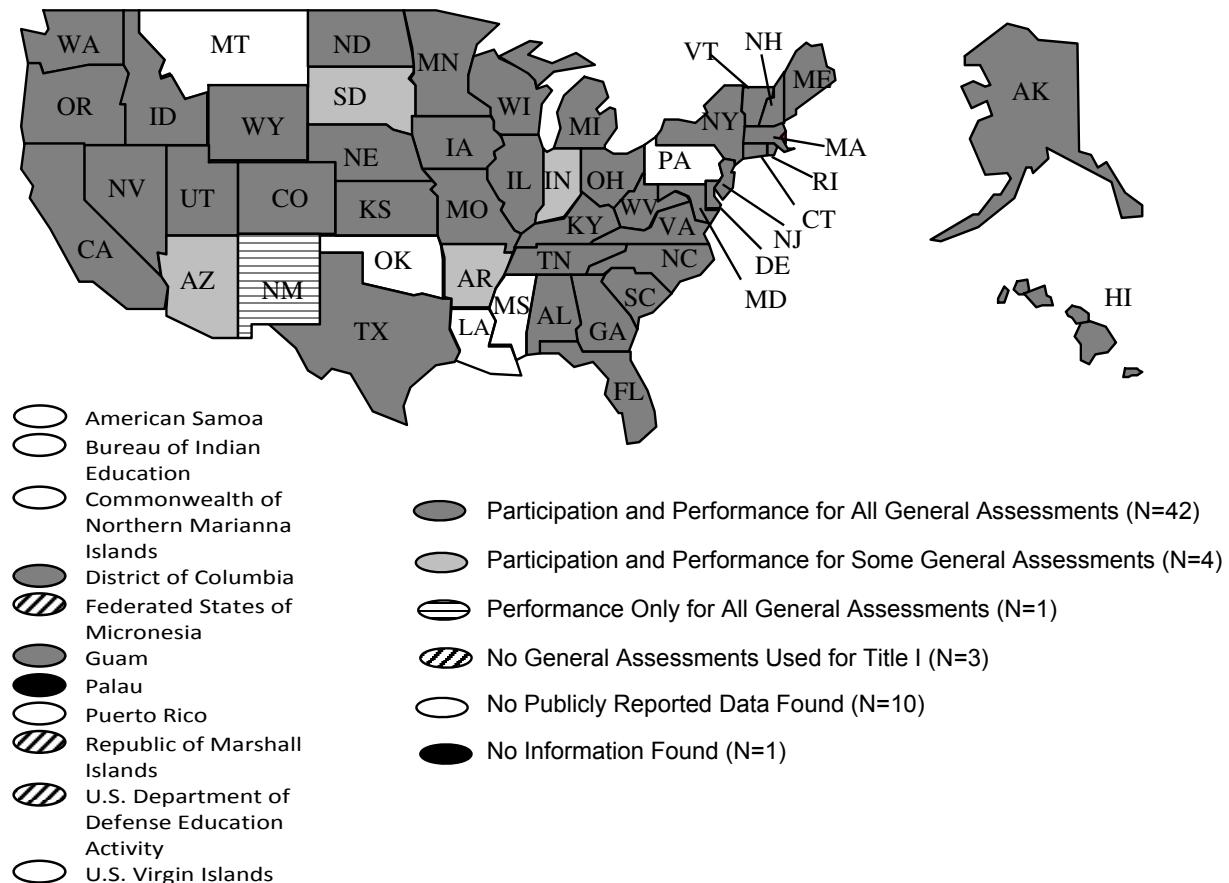
Figure 1. Extent of Reporting of General Assessment Data for Students with Disabilities Used for Title I [N=61]



States also reported participation and performance for students with disabilities on general assessments not used for the Title I accountability system. Figure 3 shows that thirty-five states only had general assessments used for Title I. We examined reporting for the remaining 26 states. Figure 3 shows that of the 24 states that had general assessments not used for Title I, 6 states reported participation and performance data for all tests, 1 reported these data for some tests, and 17 states did not publicly report data.

Figure 4 presents participation and performance reporting by state for general assessments not used for Title I. This map shows that only a handful of states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Figure 2. States Reporting 2014-15 Disaggregated Participation or Performance Data for Students with Disabilities on General State Assessments Used for Title I*



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Figure 3. Extent of Reporting of General Assessment Data for Students with Disabilities Not Used for Title I [N=61]

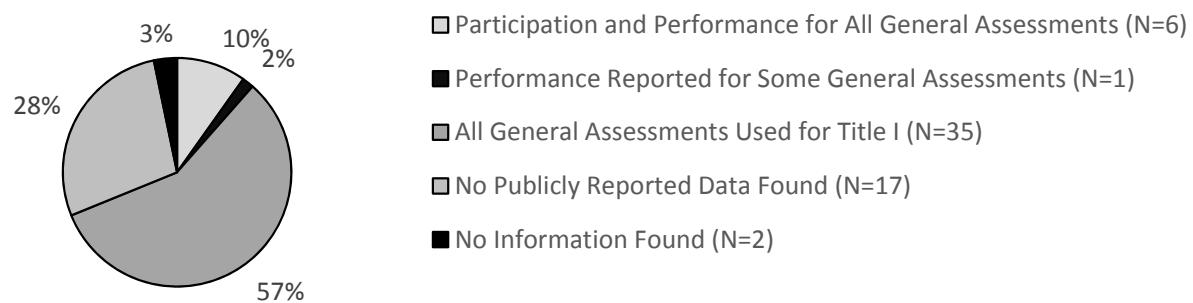
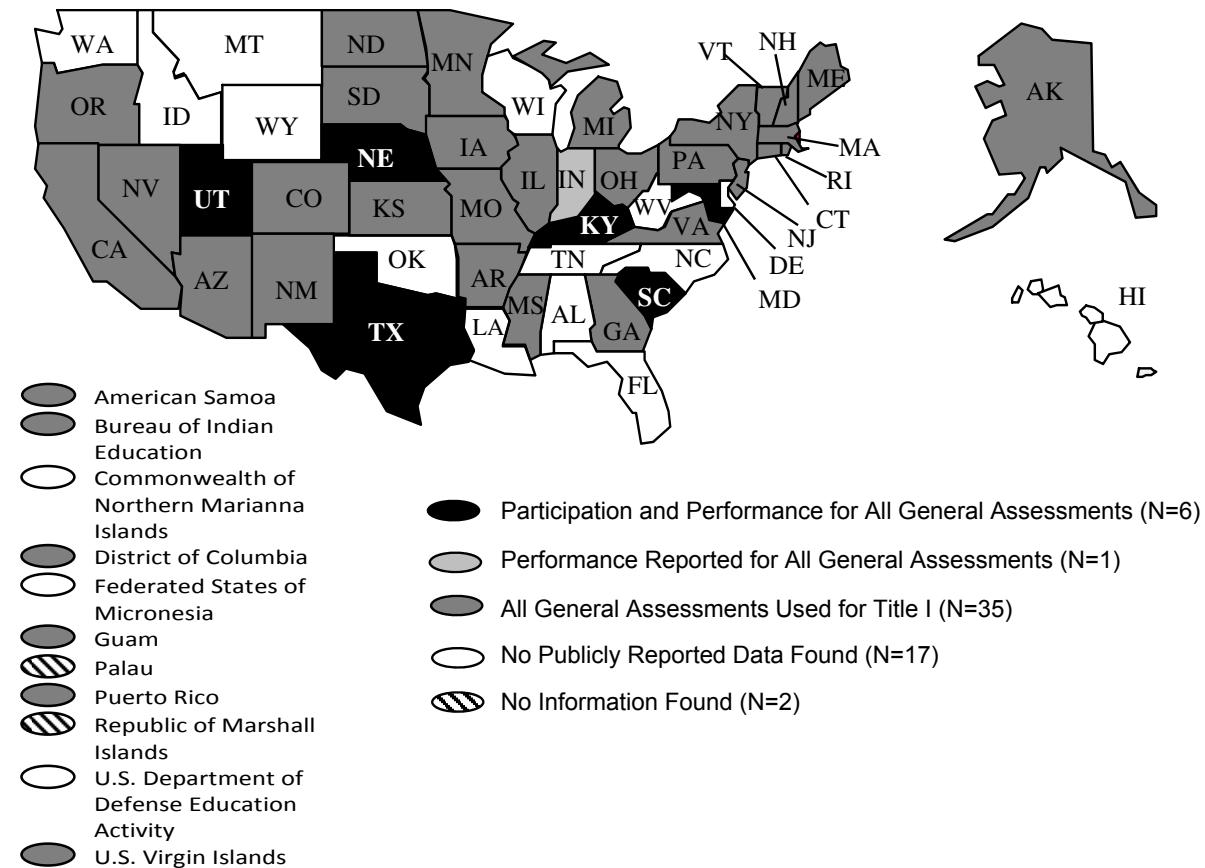


Figure 4. States Reporting 2014-15 Disaggregated Participation or Performance Data for Students with Disabilities on General Assessments Not Used for Title I*



*Note: States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) Data for Students with Disabilities

This section presents the extent to which states reported participation and performance data for students with disabilities on alternate assessments based on alternate achievement standards (AA-AAS) used for Title I. Figure 5 shows that 37 states reported both participation and performance data for all AA-AAS. This represents 60% of the states. Six states reported these data for some AA-AAS, and only one state reported performance only. The remaining states either had no AA-AAS used for Title I, had no publicly reported data found for AA-AAS, or no information was found about having an AA-AAS.

Figure 5. Extent of Reporting of AA-AAS Used for Title I [N=61]

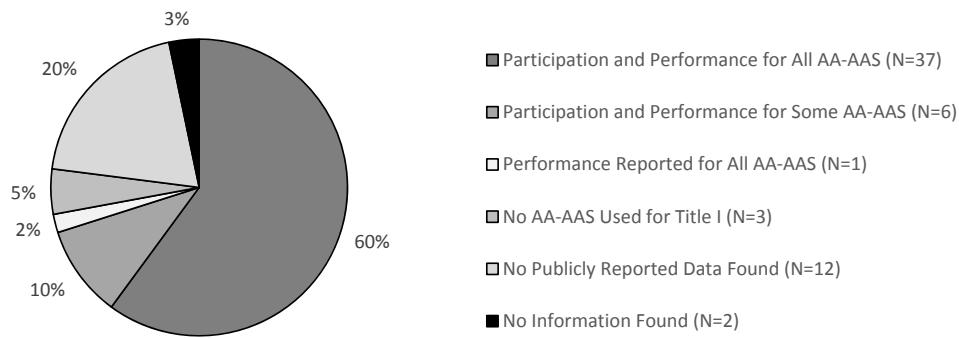
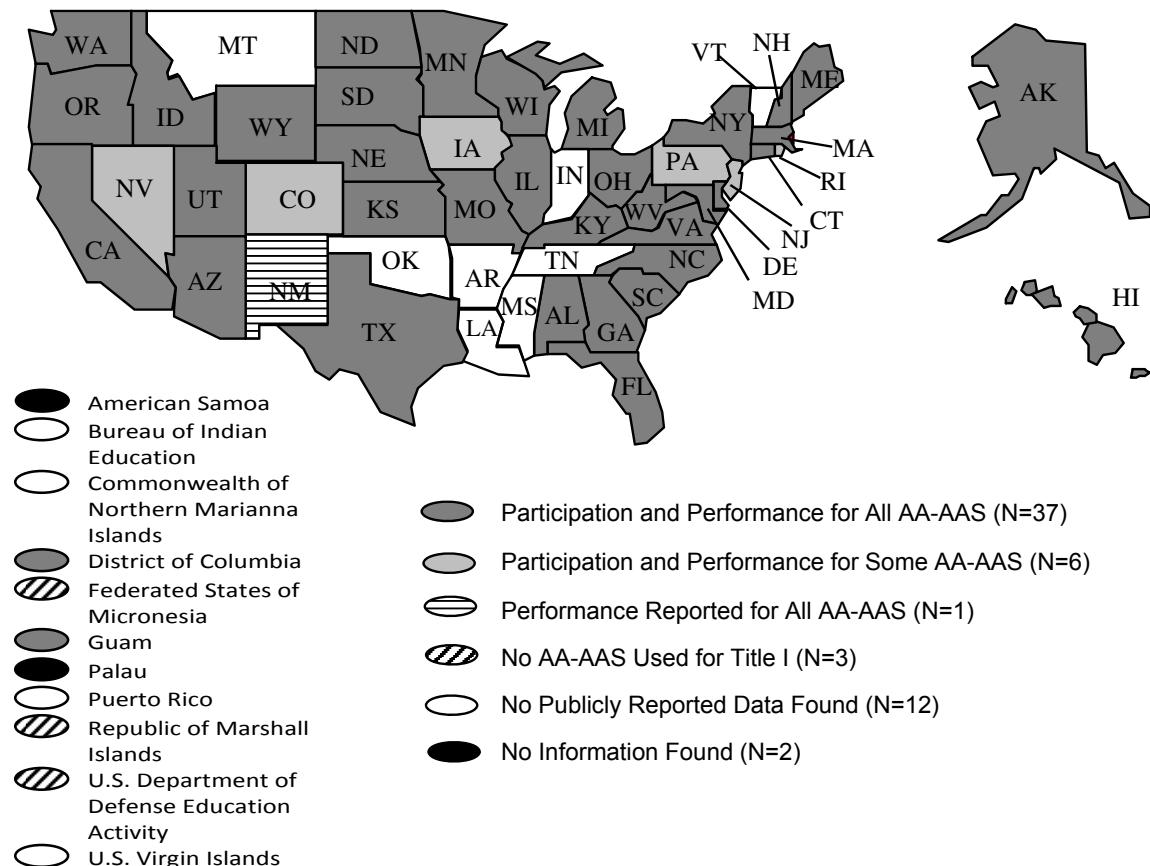


Figure 6 shows the states that reported participation and performance data for AA-AAS used for Title I accountability. The map shows that most states (N=37) publicly reported participation and performance for students with disabilities for these assessments. For details, see Table B-3 in Appendix.

Figure 6. States Reporting 2014-15 Participation or Performance Data for Students with Disabilities on AA-AAS Used for Title I*



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Assessment Data for ELs with Disabilities

Like their peers, most ELs with disabilities take general assessments. Only a small percentage take an AA-AAS. Figure 7 shows that 54 states did not report participation or performance for ELs with disabilities on general assessments used for Title I. Only three states reported both participation and performance data for all general assessments used for Title I. This represents 5% of the states.

Figure 7. Extent of States Reporting Data for ELs with Disabilities on General Assessments Used for Title I [N=61]

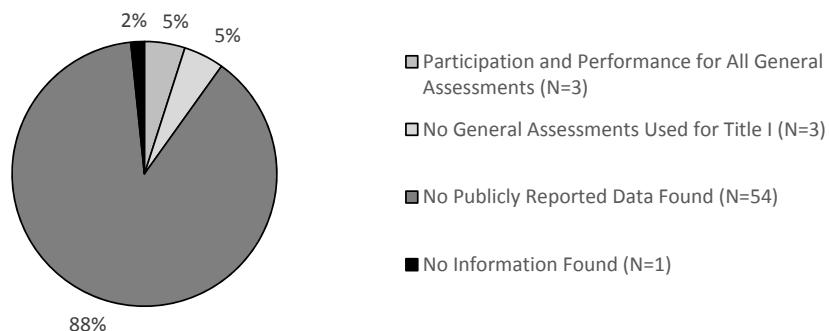
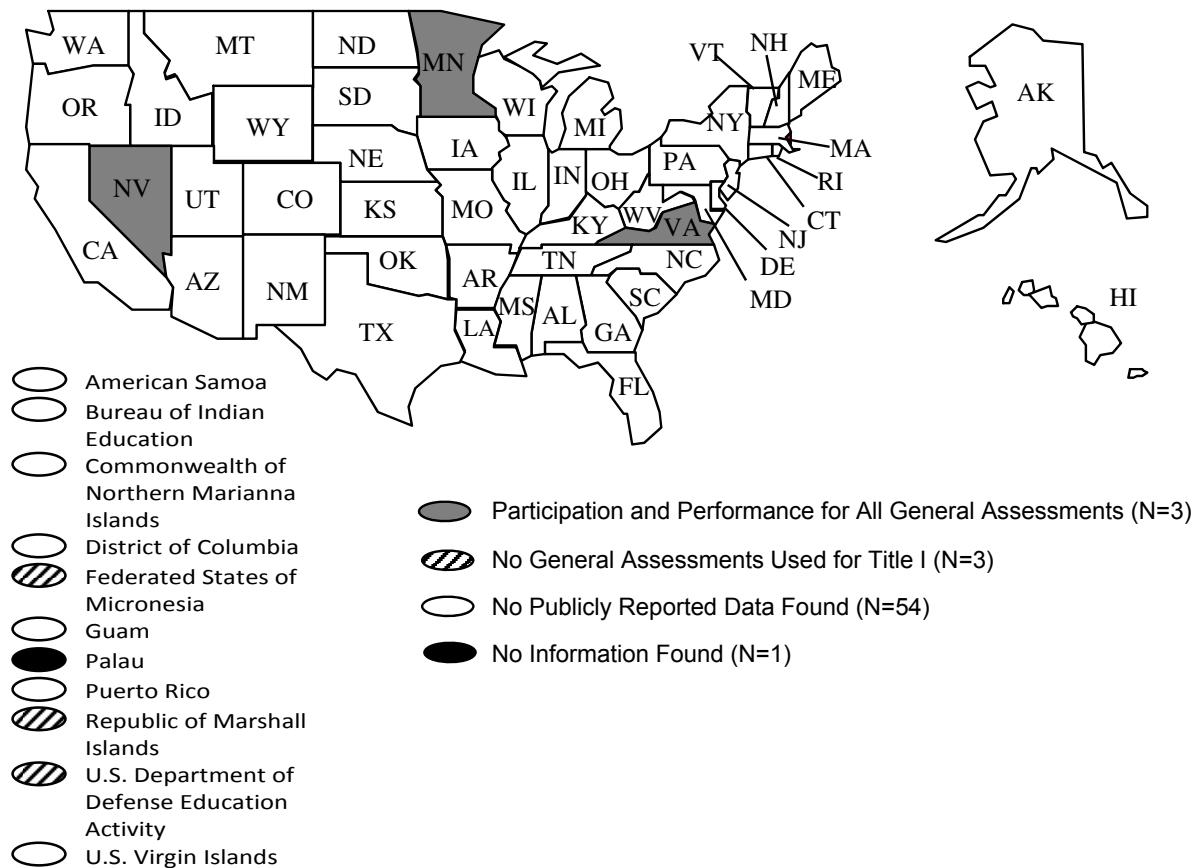


Figure 8 presents the states that reported participation and performance data for ELs with disabilities on general assessments used for Title I. This map shows that very few states (N=3) publicly reported participation and performance data for ELs with disabilities on all general assessments. For details, see Table B-4 in Appendix B.

Figure 8. States Reporting 2014-15 Disaggregated Participation or Performance Data for ELs with Disabilities on General Assessments Used for Title I



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

For the 24 states that had general assessments not used for Title I, only 1 state reported participation and performance for ELs with disabilities (see B-5 in Appendix B for more details). The data are not graphed in this report.

Figure 9 shows that 12 states, or 20% of states, publicly reported participation and performance on all AA-AAS for ELs with disabilities. Another 6 states publicly reported these data for some of their AA-AAS. Thirty-eight states did not publicly report data for ELs with disabilities who participated in an AA-AAS.

Figure 9. Extent of States Reporting AA-AAS Data for ELs with Disabilities for Title I [N=61]

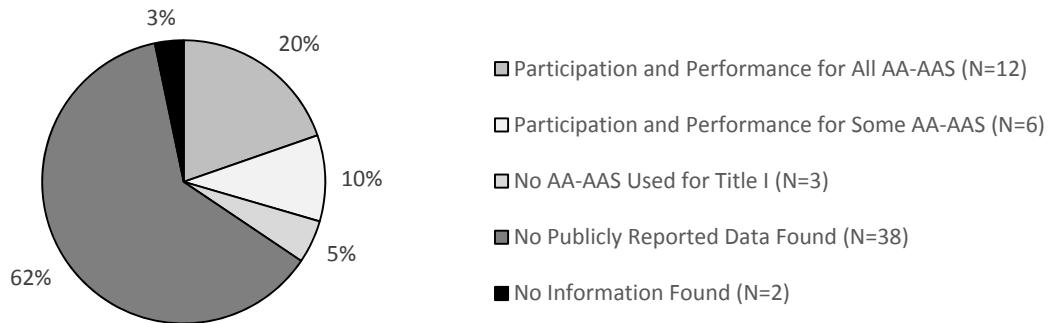
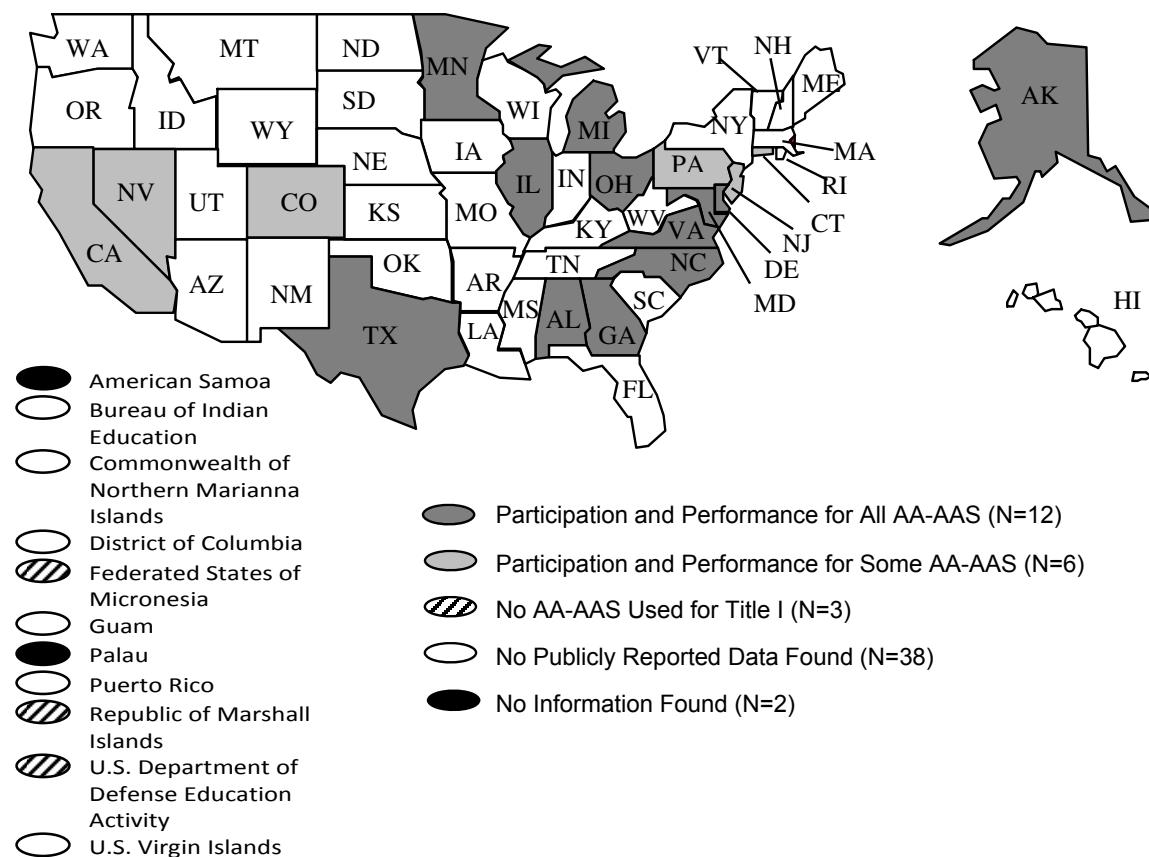


Figure 10 shows the 18 states that reported participation and performance for ELs with disabilities on some or all of the AA-AAS used for Title I. For details, see Table B-6 in Appendix B.

Figure 10. States Reporting 2014-15 Disaggregated Participation or Performance Data for ELs with Disabilities on AA-AAS Used for Title I



Alternate Assessment Based on Modified Achievement Standards (AA-MAS) Data for Students with Disabilities and ELs with Disabilities

Alternate assessments based on modified achievement standards (AA-MAS) were an optional assessment used for Title I accountability until 2014-15, but a few states (n=3) continued to administer these assessments in their states. All three of the states with an AA-MAS in 2014-15 reported participation and performance data for that year, either separately or noted that the AA-MAS data were merged with data for the general assessment. For ELs with disabilities, two of the three states reported participation and performance disaggregated for ELs with disabilities separate from other assessment data. For details, see Table B-7 in Appendix B.

Alternate Assessment Based on Grade-level Achievement Standards (AA-GLAS) Data for students with Disabilities and ELs with Disabilities

According to the publicly available data on state assessments found, two states had an Alternate Assessment based on Grade-Level Achievement Standards (AA-GLAS). Both of these states reported participation and performance data for students with disabilities, and one reported these data for ELs. For details see Table B-8 in Appendix B.

Reporting Participation in 2014-15

States reported participation data for assessments in several ways. Figure 11 shows the approaches taken by 46 states (of the total 61 regular and unique states) that reported participation data. Thirty-seven states publicly reported the number of students tested and 28 states reported the percent of students participating in general assessments for the Title I accountability system. Only 6 states reported the percent of students with no scores; 11 states presented the number of students with no scores. Figure 11 includes data for states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). For additional details see Table B-9 in Appendix B. For details about AA-AAS participation see Table B-10 in Appendix B.

Figure 12 shows the participation rates for grade 8 mathematics for those states with this information reported by grade and test. Of the 28 states that reported on participation rates, 10 states reported these data with denominators based on students with disabilities in grade 8, an approach that could be compared (e.g., does not include rates of entire population or rates reported by accommodated status). See Appendix Table B-11 for the state abbreviation key.

Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I Accountability in 2014-15

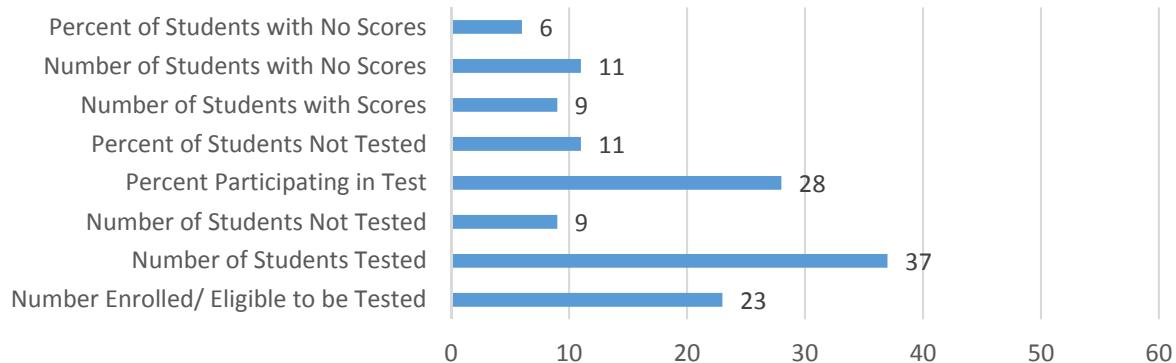
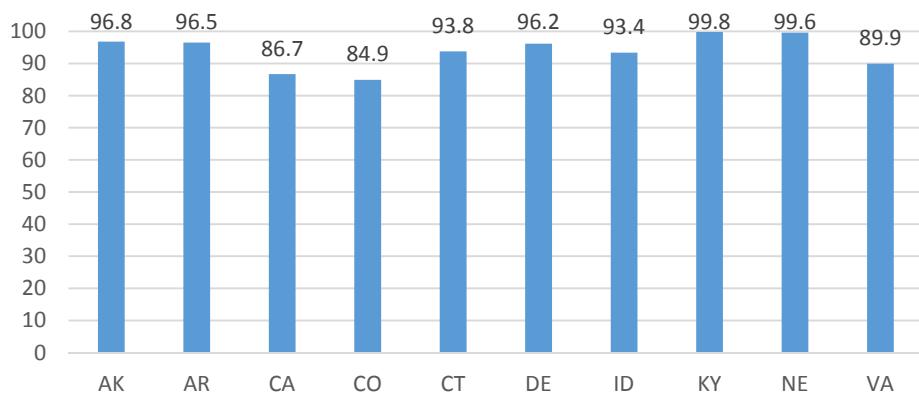


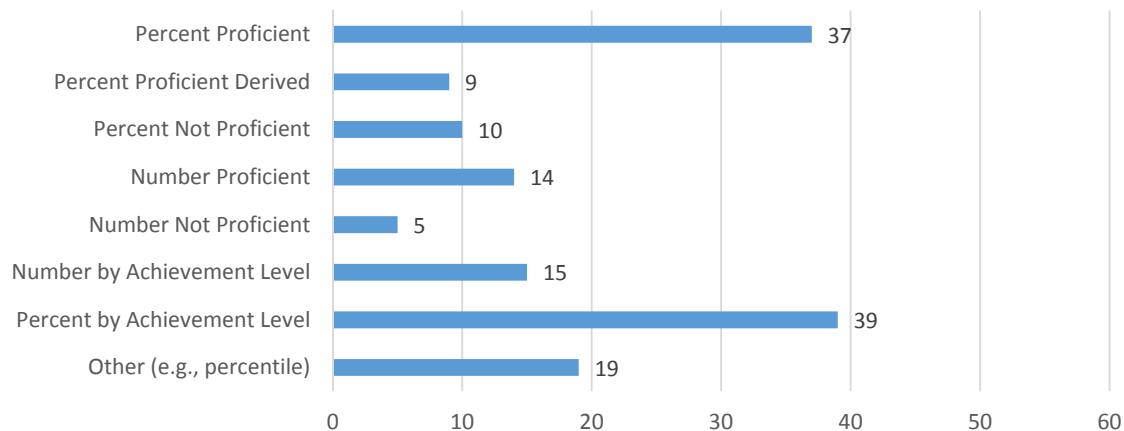
Figure 12. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates by Grade Level in 2014-15



General Assessment Performance Approaches for Students with Disabilities

States reported performance data in a variety of ways, such as the number or percent in each achievement level, percent proficient or not proficient, average scaled scores, or percentiles, for example. Figure 13 shows that the most common way that states reported performance data was by percent in each achievement level (n= 39). The next most frequent way was by percent proficient. The “other” category includes states that reported scaled scores, percentiles, or other types of scores. This figure includes data from states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). Also, states could be counted more than once for the type of data reported, so the number does not total to 61 states. For additional details see Table B-12 in Appendix B. For details about AA-AAS performance see Table B-13 in the Appendix.

Figure 13. Number of States Reporting Performance in Different Ways for Students with Disabilities in 2014-15 General Assessments Used for Title I



Selected Results of General Assessment Performance for Students with Disabilities

In this section the performance of students with and without Individualized Education Programs (IEPs) is compared for states that reported data for each of three representative grades (e.g., Grade 4, Grade 8, and high school) by the content areas of reading and mathematics. Figures 14 to 19 show the gaps between students with disabilities and a comparison peer group, with the solid line representing the gap between student groups. The comparison peer group varied by state, with some states reporting the performance of students without IEPs and others reporting the total student population that included students with IEPs.

Because the gaps were affected by whether a state used a comparison group of all students or students without disabilities, we indicate the group used by each state on the horizontal axis with an A if the state included all students and an O if the comparison group for the state was students who do not have IEPs. The students without IEPs group may include students with 504 plans depending on how a state defined its population. Therefore, the gaps reported here could also vary based on how those states reported their performance data.

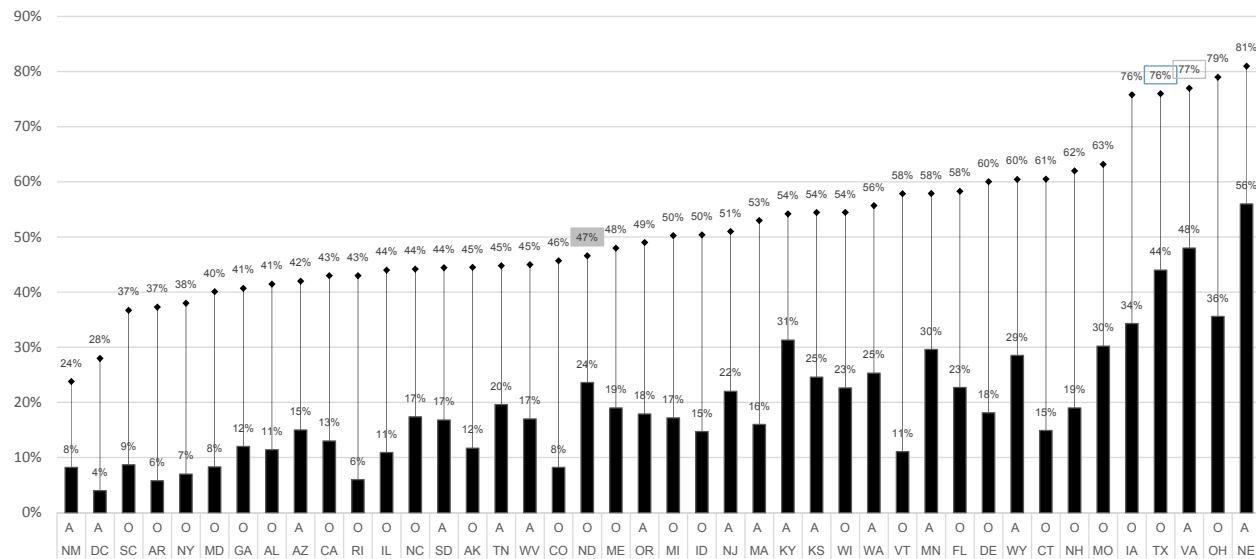
States with an AA-MAS are indicated in the figures with a box around the percent proficient number for the comparison group, and shaded boxes indicate states that merged AA-MAS performance with general assessment data. See Appendix Table B-11 for the state abbreviation key.

Elementary School

Figures 14 and 15 present the results for Grade 4. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 16 percentage points,

and the largest gap was 47 percentage points. For elementary mathematics, the gap ranged from 11 percentage points to 40 percentage points.

Figure 14. Percent Proficient for Elementary Reading*

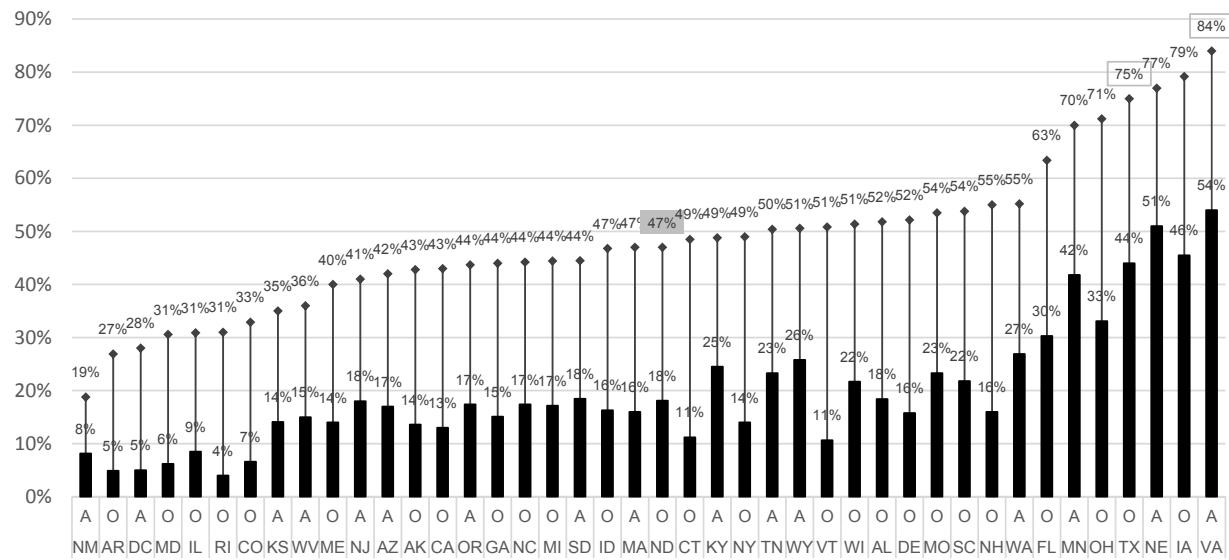


Legend:

- Heavy Solid Bar= Students with IEPs percent proficient
- Narrow Solid Line = Gap between students with IEPs and the comparison group
- Box= State has an AA-MAS
- Shaded Box =State reported AA-MAS merged with general assessment
- A= All students (n=16 states)
- O=Students without IEPs (n=26 states)

*Note: N=42 of 61 states [includes unique states]; No data=19 states.

Figure 15. Percent Proficient Elementary Mathematics*



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box =State reported AA-MAS merged with general assessment
 A= All students (n=16 states)
 O=Students without IEPs (n=26 states)

*Note: N=42 of 61 states [includes unique states]; No data =19 states

Middle School

Figures 16 and 17 show the performance gaps for Grade 8 reading and mathematics. At the middle school level, for reading, gaps ranged from 18 percentage points to 54 percentage points. For mathematics, the gaps ranged from 11 percentage points to 48 percentage points.

Figure 16. Percent Proficient for Middle School Reading*

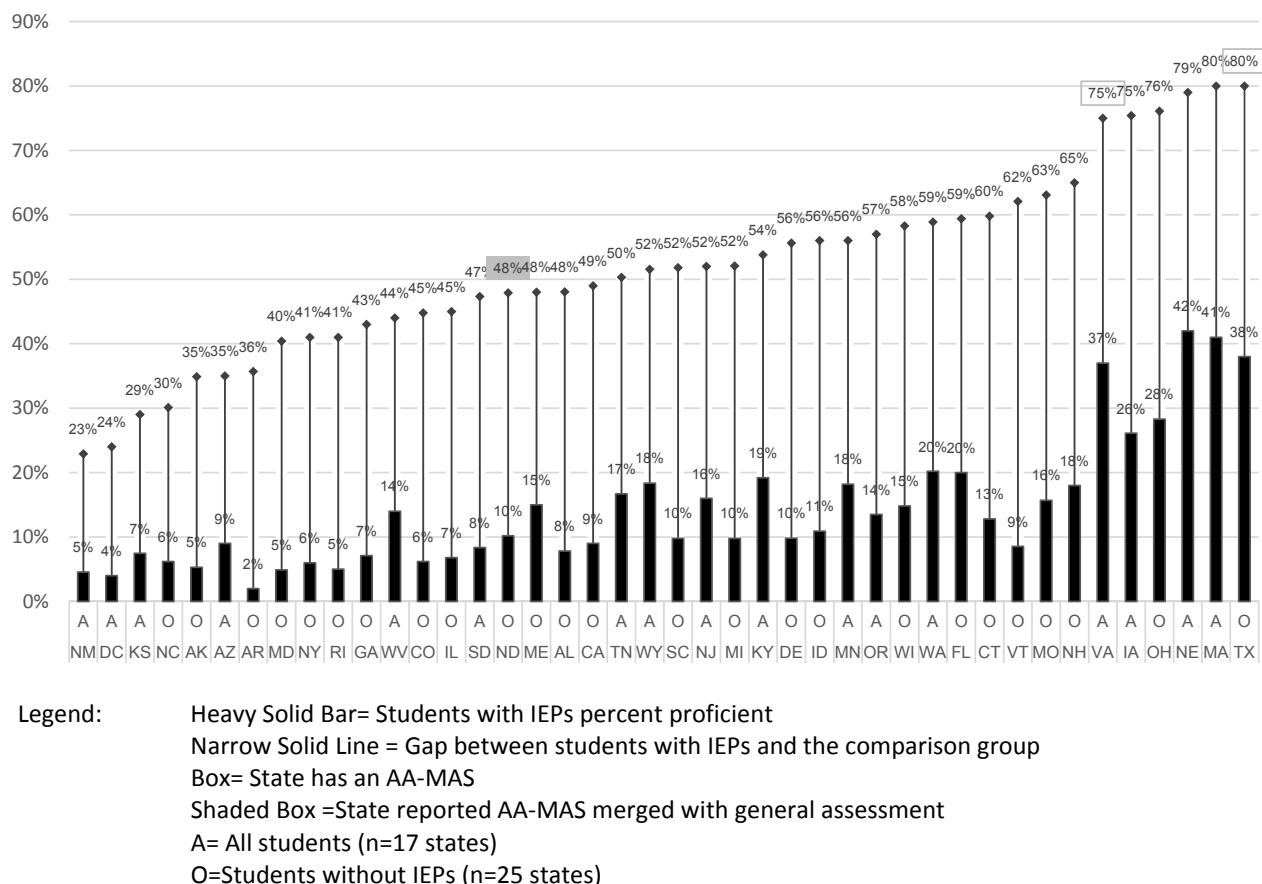
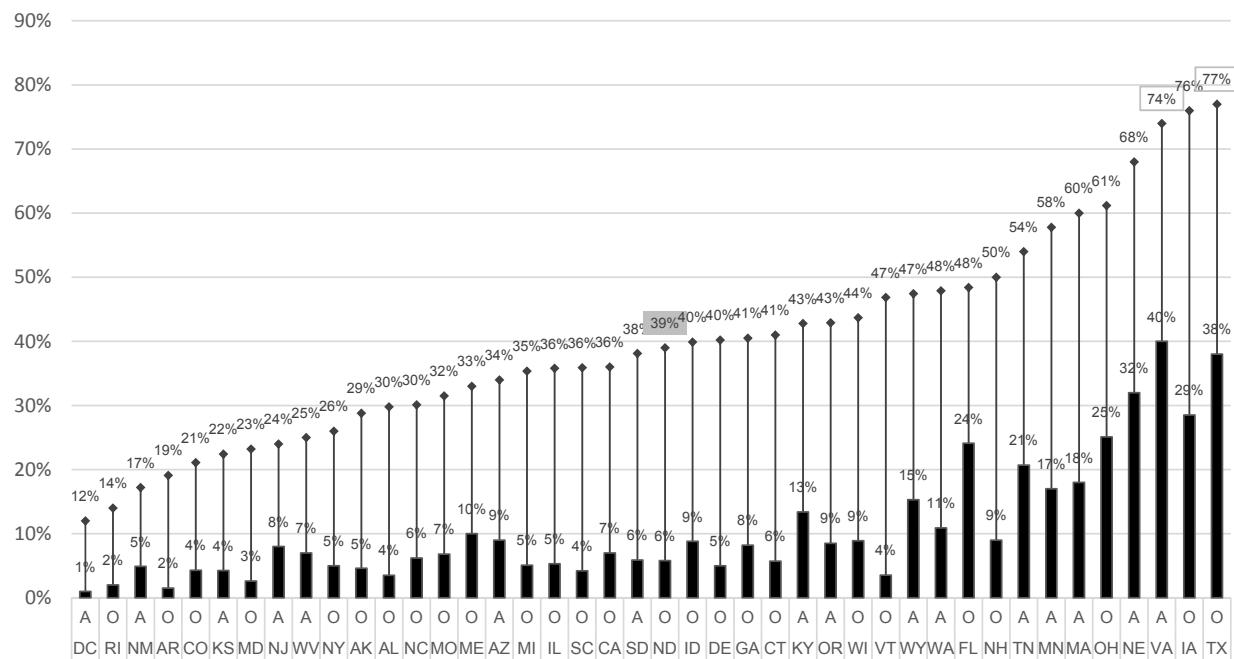


Figure 17. Percent Proficient Middle School Mathematics*



Legend:

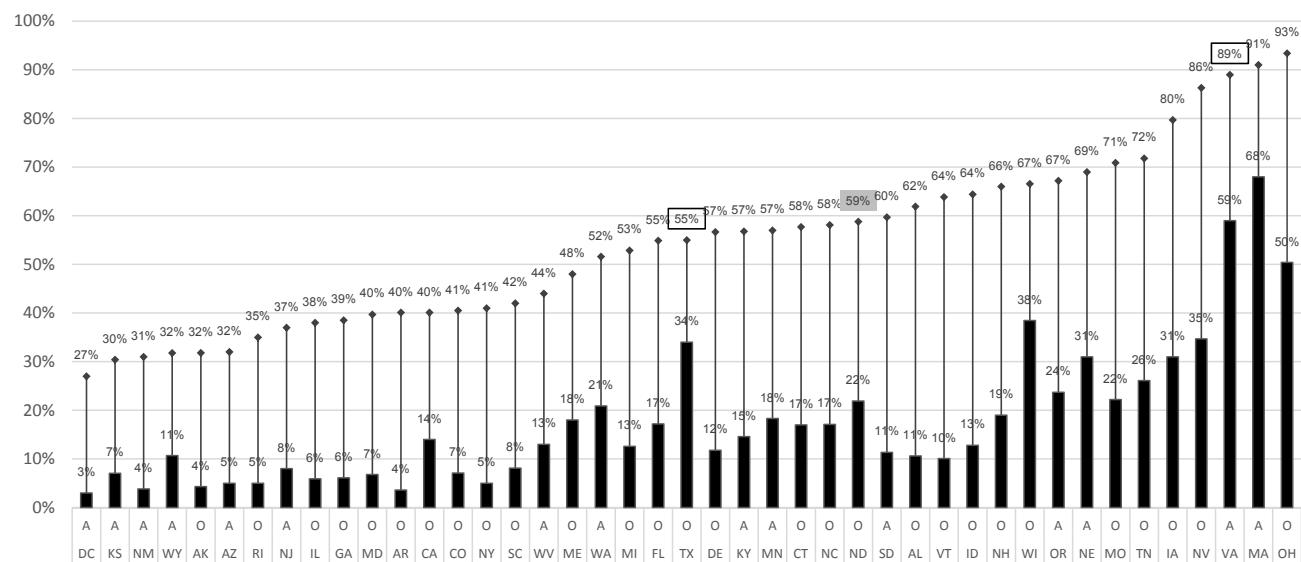
Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box =State reported AA-MAS merged with general assessment
 A= All students (n=16 states)
 O=Students without IEPs (n=26 states)

- Note: N=42 of 61 states [includes unique states]; No data=19 states

High School

Figures 18 and 19 show gaps for high school reading and mathematics. Grade 10 was used when more than one grade was tested. For reading, the gaps ranged from 21 percentage points to 54 percentage points; for mathematics the range is from 3 percentage points to 49 percentage points.

Figure 18. Percent Proficient for High School Reading*

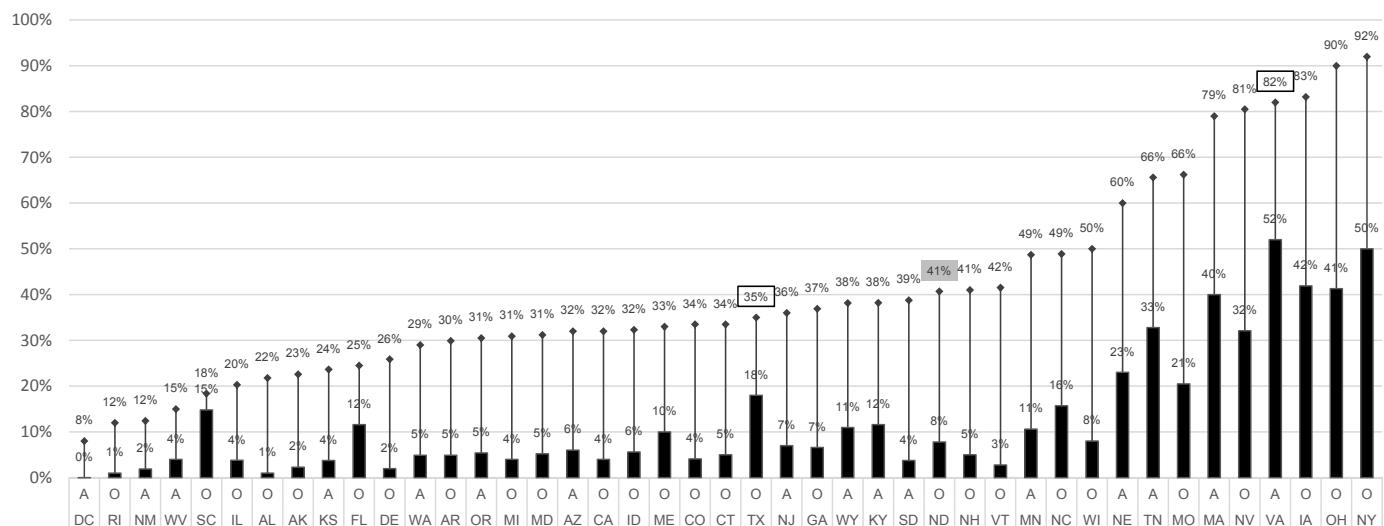


Legend:

- Heavy Solid Bar= Students with IEPs percent proficient
- Narrow Solid Line = Gap between students with IEPs and the comparison group
- Box= State has an AA-MAS
- Shaded Box =State reported AA-MAS merged with general assessment
- A= All students (n=15 states)
- O=Students without IEPs (n=27 states)

*Note: N=43 of 61 states [includes unique states]; No data= 18 states

Figure 19. Percent Proficient for High School Mathematics*



Legend:

- Heavy Solid Bar= Students with IEPs percent proficient
- Narrow Solid Line = Gap between students with IEPs and the comparison group
- Box= State has an AA-MAS
- Shaded Box =State reported AA-MAS merged with general assessment
- A= All students (n=16 states)
- O=Students without IEPs (n=27 states)

*Note: N=43 of 61 states [includes unique states]; No data= 18 states

Average Gap Summaries for Students With and Without IEPs by Content Area and School Level

Table 1 summarizes the average achievement gaps between students with IEPs and the comparison peer group. The comparison peer group may or may not include students with IEPs depending on the reporting practices of each state. The table presents gaps by content areas and school levels across select years. There are limitations to this analysis in that the number of states with data fluctuates each year and the assessments a state uses may change over time. Further, there are differences in how states report percent proficient for students with IEPs. For example, in some cases, states reported AA-MAS performance merged with general assessment performance.

Table 1 shows the mean gaps for every other year from 2006-07 through 2014-15. The average gap is presented with the number of states with data for each year. The gap sizes changed only slightly across grades and content areas until the present year, where math average gaps were much lower at the middle and high school levels compared to previous years, even though the

number of states changed only slightly. For example, for elementary reading, the mean gap was 31 in 2006-07 and 2008-09, 34 in 2010-11, 35 in 2012-13, and 32 in 2014-15. But for middle and high school math, the gap ranged from 37 to 40 from 2006-07 to 2013-14, but was 28 or 29 in 2014-15.

Table 1. Gaps for Students with IEPs and Comparison Peer Group on General Assessments: Biannually from 2006-07 to 2014-15

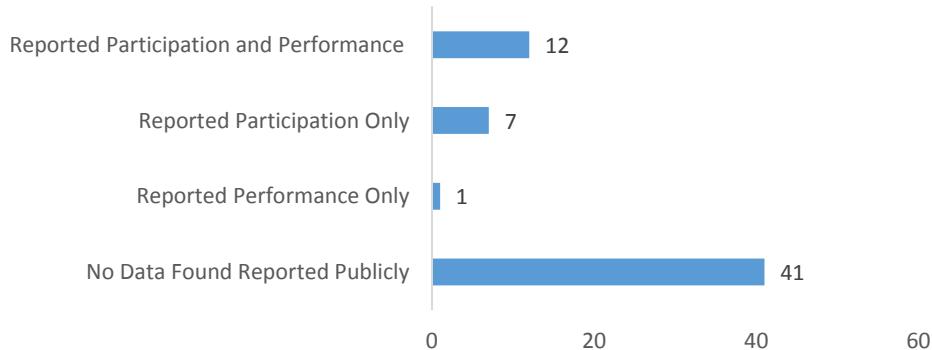
Grade Ranges	Mean Gaps for All States with Data ¹									
	2006-07		2008-09		2010-11		2012-13		2014-15	
	Gap	Number of States	Gap	Number of States	Gap	Number of States	Gap	Number of States	Gap	Number of States
Elementary Reading	31	47	31	45	34	45	35 (34)	45 (48)	32 (32)	41 (42)
Middle School Reading	40	47	40	46	41	45	41 (41)	45 (48)	38 (38)	41 (42)
High School Reading	40	46	40	44	40	45	39 (38)	46 (49)	37 (36)	41 (42)
Elementary Math	29	47	28	46	30	45	32 (32)	45 (48)	29 (28)	41 (42)
Middle School Math	40	47	38	46	40	42	40 (39)	45 (48)	29 (29)	41 (42)
High School Math	38	44	37	44	40	43	37 (36)	46 (49)	28 (28)	42 (43)

¹ Data in parentheses include the unique states. Data including the unique states were available only for 2012-13 and 2013-14. Prior analyses did not include the unique states.

Accommodations Data on Students with Disabilities

Figure 20 presents the number of regular and unique states that reported data for students with disabilities using accommodations on the general assessment, by whether the state reported participation, performance, or both. Only 20 states had any accommodations data reported, with 12 states reporting participation and performance, 7 states reporting participation only, and 1 state reporting performance only. See Appendix B-14 for specific state information shown in Figure 20.

Figure 20. Number of States Reporting Accommodations Data



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Thirty-three regular states, and two unique states, reported participation and performance for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes in 2014-15. Forty-two of the 61 states reported both participation and performance for all general assessments and 37 reported similar data for the AA-AAS.

Of the 24 states with general assessments not used for Title I, only 6 states reported participation and performance and 1 additional state reported performance only. This is almost exactly the same number that reported these data compared to the prior year, where the same number reported participation and performance, but two states reported either participation or performance only, for all general assessments not used for Title I.

Extent of Public Reporting for ELs with Disabilities

The number of states that reported both participation and performance for ELs with disabilities decreased to three states from seven in 2013-14. For AA-AAS, 12 states reported participation and performance. This number dropped significantly from the 21 states that reported in the previous two years. It might be expected that more states would have reported disaggregated data for this assessment, given the requirements of ESEA to report by subgroup for each state assessment. One state reported participation and performance for ELs on general assessments not used for Title I, the same as last year.

How Data Are Reported

Among the regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS remained the same in 2008-09, and 2010-11 through 2014-15. For participation in 2014-15, the most common way to report for regular and unique states on general assessments was in terms of the number assessed (37 states) and percent participating (28 states). For performance, the most common way for regular and unique states to report on general assessments was the percent of students in each achievement level (39 states) followed by percent proficient (37 states). Because states used different methods to report (e.g., merging assessments, grades, or both), the numerators and denominators used to report participation and performance data varied significantly across states. Adding to the complexity is the fact that some states report public data using multiple methods across participation and performance, thus increasing the difficulty of making interpretations about participation and performance.

As in previous reports, this report presented participation rates for middle school mathematics as an example of how states report participation rates for students with disabilities. Ten states reported participation rates by grade in a way that would be comparable to include in a graph. Additional states provided numbers that would possibly allow for rates to be calculated. However, in recent years participation data have become less transparent, in part because states that had alternates based on modified achievement standards (AA-MAS) or alternates based on grade-level achievement standards sometimes opted to merge those data with the general assessment data in public reporting for participation and performance. Because the AA-MAS has been phased out of most states that used them, it is anticipated that these data should become more transparent in future years. Another reason that rates may be less straightforward is that states vary in the denominators used to calculate rates.

Achievement Gaps

The achievement gaps between students with and without IEPs in reading and mathematics persist. This report presented average achievement gaps for elementary, middle school, and high school levels. As in past reports, generally speaking, there were smaller overall gaps in elementary reading and mathematics than at the middle school and high school levels. There were a few states that did not fit this generalization. For example, one state had a gap of 3 percentage points in high school mathematics. At the middle school and high school levels, for reading and mathematics, the average gaps across states spanned from 28 percentage points to 38 percentage points for 2014-15.

There was a noticeable decrease in the average gap for middle and high school mathematics from previous years. Due to the many factors underlying achievement gaps, the reason for these

specific changes in 2014-15 is not clear. Many states were field-testing or adopting new assessments in this time frame, which may have affected the publicly reported data, but there may be other factors also contributing to this shift in average gaps. In general, the different methods used to report data among states influences the achievement gaps reported. As would be expected, those states with “all students” as the comparison group tended to show smaller gaps compared to states using students without IEPs” as the comparison group. Other factors that influence the size of achievement gaps include whether a state had an AA-MAS, the percentage of students taking an AA-MAS in lieu of the general assessment, and how these data are reported.

Recommendations for Reporting

Many states have transitioned to new assessments based on College- and Career-Ready Standards, and states continue to shift in what assessments they are using. Given this backdrop, and flexibility in different approaches for accountability reporting, there may be further changes in how participation and performance data for students with disabilities and ELs with disabilities are reported. In the intervening time, it is important that states continue to publicly report data for students with disabilities with the same frequency and detail as for other students. As in the previous report (Lazarus, Albus, & Thurlow, 2016), the following recommendations are offered to states for public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.
3. Report participation with accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language. This includes not relying on a login code to access otherwise public data if confidentiality of individual students is not jeopardized. It also includes allowing users to see comparisons across grades rather than requiring users to generate individual data for each grade through custom report generators. The ideal is to offer both ways to access data.
6. Provide reports in a format that is user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

References

Albus, D., Lazarus, S. S., & Thurlow, M. L. (2015). *2012-13 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., Lazarus, S. S., & Thurlow, M. L. (2014). *2011-12 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 69). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., & Thurlow, M. (2013). *2010-11 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., & Thurlow, M. (2013). *2010-11 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., Thurlow, M., & Bremer, C. (2009). *Achieving transparency in the public reporting of 2006-2007 assessment results* (Technical Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Klein, J. A., Wiley, H. I., & Thurlow, M. L. (2006). *Uneven transparency: NCLB tests take precedence in public assessment reporting for students with disabilities* (Technical Report 43). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Lazarus, S. S., Albus, D., & Thurlow, M. L. (2016). *2013-14 publicly reported assessment results for students with disabilities and ELLs with disabilities* (NCEO Report 401). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M., Bremer, C., & Albus, D. (2008). *Goodnews bad news in disaggregated subgroup reporting to the public on 2005-2006 assessment results* (Technical Report 52). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Bremer, C., & Albus, D. (2011). *2008-09 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 59). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., & Wiley, H. I. (2004). *Almost there in public reporting of assessment results for students with disabilities* (Technical Report 39). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2003). *Going public: What 2000-2001 reports tell us about the performance of students with disabilities* (Technical Report 35). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

VanGetson, G. R., & Thurlow, M. L. (2007). *Nearing the target in disaggregated subgroup reporting to the public on 2004-2005 assessment results* (Technical Report 46). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

U.S. Department of Education (2013). *ESEA flexibility: Frequently asked questions addendum*. Washington, DC: Author.

Wiley, H. I., Thurlow, M. L., & Klein, J. A. (2005). *Steady progress: State public reporting practices for students with disabilities after the first year of NCLB (2002-2003)* (Technical Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Appendix A

Material Used for the Verification Process

1. Example letter to Assessment Director and Special Education Director.

The National Center on Educational Outcomes is examining states' public reports for the 2014-2015 school year assessment results. Our goal is to:

- (a) identify all components of each state's testing system;
- (b) determine whether each state reports disaggregated test results for students with disabilities and English language learners (ELLs) with disabilities; and
- (c) describe the way participation and performance information is presented.

As in previous years, we are looking at assessment department reports and the equivalent of report cards used for Title I.

We have reviewed your Web site for this information and have enclosed tables summarizing that review. **Please verify all included information. Specifically, please return the tables that we have attached, noting your changes to them. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or website that contains the information.** Address your responses to Deb Albus via email albus001@umn.edu.

If you have any questions about our request, please email Deb Albus or call at [\(612\) 626-0323](tel:(612) 626-0323). Please respond by August 1, 2016.

Thank you for taking the time to provide this information.

Martha Thurlow, Director NCEO

Deb Albus, Research Fellow, NCEO

Alabama

1. Reporting in State Assessments Summary

Please check the information below for accuracy and make edits as needed.

Assessments	Grade	Subject Areas	Disaggregated Data				Used for Title I	
			Special Education		ELLs with Disabilities			
			Participation	Performance	Participation	Performance		
ACT Aspire	3-8, 10	Reading, Math	Yes	Yes	No	No	Yes	
The ACT College Readiness Test	11	English, Math, Reading, Science	No	No	No	No	No	
Alabama Science	5,7	Science	Yes	Yes	No	No	Yes	
Alabama Alternate Assessment	3-8, 10-11	Reading, Math Science (5,7)	Yes	Yes	Yes	Yes	Yes	
ACT Plan	10	English, Math, Science	Yes	Yes	No	No	Yes	

2. Reporting on Students with Disabilities

How was participation and performance reported on the Title I assessments (general and alternate based on alternate achievement standards (AA-AAS))?

Note Yes, No, or NA (not applicable). If AA-AAS is merged with general, repeat the answer for general.

For Title I Assessments:		Participation				Performance	
Participation		General	AA-AAS	Performance		General	AA-AAS
Number Enrolled/ Eligible to be Tested		No	No	Percent Proficient		No	No
Number of Students Tested		No	No	Percent Proficient Derived		Yes	Yes
Number of Students Not Tested		No	No	Percent Not Proficient		No	No
Percent Participating in Test		Yes	Yes	Number Proficient		No	No
Percent of Students Not Tested		No	No	Number Not Proficient		No	No
Number of Students with Scores		No	No	Number by Achievement Level		No	No
Number of Students with No scores		No	No	Percent by Achievement Level		Yes	Yes
Percent of Students with No Scores		No	No	Percentile Rank		No	No

3. If your state had an alternate based on modified achievement standards in 2014, how was participation reported? Not applicable

Accommodated Status Reporting

4. Did your state report accommodated status data for any population? List assessments or note NA, then answer Yes or No. Please note the report name or provide link if different from below.

	List assessment and describe reporting	Reported Participation?	Reported Performance?
On what assessment(s)?	ACT Aspire and Alternate Assessment Reporting Number of Students Tested by accommodated and non-accommodated and percent in each performance level	Yes	Yes

Report name/Link to report/attach: 2013-2014 Participation and Performance of Students with IEPs Taking Assessments With and Without Accommodations

Participation and Performance Data for Students with Disabilities, English Language Proficiency Assessment (ELPA)

5. Disaggregated Data for the English Language Proficiency Assessment

ELPA Name	Grade	Reports Data for All Students	Disaggregated Data for ELLs with Disabilities	
			Participation	Performance
ACCESS for ELLs	K-12	No	No	No

Appendix B

Data Tables

Table B-1. Participation and Performance Data for Students with Disabilities, General Assessment Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only For All Tests
Regular States							
Alabama	ACT Aspire	3 to 8, 10-11	Reading, Math, Science (5, 7)	Yes	Yes	Yes	Yes
	ACT Plan	10	English, Math, Science	Yes	Yes	Yes	Yes
Alaska	Alaska Measures of Progress (AMP)	3 to 10	English Language Arts, Math	Yes	Yes	Yes	Yes
Alaska	Standards Based Assessments	4, 8, 10	Science	Yes	Yes	Yes	Yes
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No	No	Yes
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	Yes	Yes	Yes	Yes
Arkansas	Augmented Benchmark Exams (ABE)	5, 7	Science	No	No	No	Yes
	PARCC Assessment	3 to 8	Math, Literacy	Yes	Yes	Yes	Yes
	End of Course Exams	EoC	Biology	No	No	No	Yes
California	California Standards Test Scores (CST)	5, 8, 10	Science	Yes	Yes	Yes	Yes

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I					
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only For All Tests	Reporting Summary By State
California	Smarter Balanced Summative	2-11	English Language Arts, Math	Yes	Yes				
Colorado	PARCC Assessment	3 to 11, EoC	Reading (3-11), Math (3-8 and Alg. I, Geom., Integ. I, Integ. II)	Yes	Yes				
Colorado	Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	Yes	Yes				
Connecticut	Smarter Balanced Assessments	3 to 8, 11	English Language Arts, Math	Yes	Yes				
Connecticut	Connecticut Academic Performance Test	10	Science	Yes	Yes				
Connecticut	Mastery Test (CMT)	5, 8	Science	Yes	Yes				
Delaware	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes				
Delaware	Delaware Comprehensive Assessment Systems (DCAS)	4-5, 7-8, 10	Social Studies (4,7), Science (5,8,10)	Yes	Yes				
Florida	Florida Standards Assessment	3-8, HS	Reading, Math	Yes	Yes				
Florida	FCAT Science	5, 8	Science	Yes	Yes				
Georgia	Georgia Milestone Assessment End of Grade	3-8	Language Arts, Math, Science, Social Studies	Yes	Yes				
Georgia	Georgia Milestone Assessment, EoC	HS	Algebra I, CCGPS Coordinate Algebra, United States History, Economics/Business/Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Geometry	Yes	Yes				
Hawaii	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes				

State	Test	Grade	Subject Areas	Participation	Disaggregated Special Education Data on General Assessments Used for Title I			Reporting Summary By State
					Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only For All Tests	
Hawaii	End of Course	EoC	Biology I (required). Algebra I, Algebra II, and U.S. History are optional.	Yes	Yes	Yes	Yes	No Publicly Reported Data Found
Idaho	General Assessment	4, 8	Science	Yes	Yes	Yes	Yes	
Illinois	PARCC Assessment	3-8, HS	English Language Arts (ELA) and Math(3-8, HS), Science (5,7, HS)	Yes	Yes	Yes	Yes	
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	Yes	Yes	Yes	Yes	
Iowa	End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I	No	Yes	Yes	Yes	
Iowa	Iowa Assessment	3-8,11	Reading, Math	Yes	Yes	Yes	Yes	
Kansas	Iowa Assessment Science	5,8,11	Science	Yes	Yes	Yes	Yes	
Kansas	General Assessment	3-8,10, 11	Reading, Math, Science (4,7,11) No Science reported	Yes	Yes	Yes	Yes	
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10,11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	Yes	Yes	Yes	Yes	
Louisiana	End of Course	EoC	English II, Algebra II, Biology, US History	Yes	Yes	Yes	Yes	
Louisiana	Stanford Achievement Test 10 (part of K-PREP)	3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	Yes	Yes	Yes	Yes	
Louisiana	PARCC general assessment	3 to 8	English/Language Arts, Math	No	No	No	No	X Not at state level
Louisiana	End of Course tests	EoC	English II, English III, Algebra I, Geometry, Biology, US History	No	No	No	No	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
Maine	Smarter Balanced Maine Educational Assessment (MEA) Science	3-8, 3 rd year HS 5,8, 3 rd year HS	Mathematics, ELA/Literacy Science	Yes	Yes	Yes	Yes
		5, 8	Science	Yes	Yes	Yes	Yes
Maryland	PARCC Assessment High School Assessments (HSA)	5, 8	Science	Yes	Yes	Yes	Yes
		3 to 8, 10	English Language Arts, Math Algebra/Data analysis, English, Biology, Government	Yes	Yes	Yes	Yes
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS) PARCC general assessment	3-8, 10	English/Language Arts, Math, English/Language Arts, Math, Algebra I (8th grade)	Yes	Yes	Yes	Yes
		3 to 8	English/Language Arts, Math (3 to 8), Algebra I (8th grade)	Yes	Yes	Yes	Yes
Michigan	STE MCAS Tests Michigan Student Test of Educational Progress (M-STEP) ACT	5, 8, 9, or 10	Science and Technology/Engineering (single discipline tests in Biology, Chemistry, Intro Physics, and Technology/ Engineering)	Yes	Yes	Yes	Yes
		3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4,7, 11), Social Studies (5, 8, 11)	Yes	Yes	Yes	Yes
Minnesota	Minnesota Comprehensive Assessment (MCA) –III PARCC general assessment Science Tests	HS	English, Reading, Math, Science	Yes	Yes	Yes	Yes
		3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes	Yes
Mississippi	High school Subject Area Tests	3-8, 5,8	Language Arts, Math Science	No	No	No	No
		EoC	Biology I, US History	No	No	No	X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
Missouri	Grade-Level Assessment	3-8, HS	English Language Arts, Math, Science (5,8), Social Studies (HS)	Yes	Yes	Yes	Yes
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology I, Physical Science, American History, Government	Yes	Yes	Yes	Yes
Montana	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No	No	No
	Criterion Referenced Test Science	4, 8, 10	Science	No	No	No	No
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math , Science (5,8,11), Writing (4, 8, 11)	Yes	Yes	Yes	Yes
Nevada	Criterion Referenced Test (CRT)	3-8	Science (5,8) No Reading or Math reported	Yes	Yes	Yes	Yes
New Hampshire	High School Proficiency Exam	HS	Reading, Math, Science, Writing	Yes	Yes	Yes	Yes
	Smarter Balanced Assessment	3 to 8, 11	Reading, Math	Yes	Yes	Yes	Yes
New Jersey	New England Comprehensive Assessment Program (NECAP)	4, 8, 11	Science	Yes	Yes	Yes	Yes
	PARCC Assessment	3 to 8	English Language Arts, Math	Yes	Yes	Yes	Yes
	PARCC High School Assessments	9 to 11	English Language Arts (9 to 11), Algebra I, Algebra II, Geometry	Yes	Yes	Yes	Yes
New Mexico	PARCC Assessment	3-8,10-11	Reading, Math, Science (3, 7-8, 11). And High School SBA serves as diploma also	No	Yes		
	Standards Based Assessment (SBA)	4, 7, 10-11	Science	No	Yes		
	Standards Based Assessment Spanish	4, 7, 10-11	Reading	No	Yes		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Reporting Summary By State
				Part. Only For All Tests	Some Tests	Perf. Only For All Tests	No Publicly Reported Data Found
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	Yes	Yes		
	Common Core Regents	EoC	Algebra I, English Language Arts, Geometry	Yes	Yes		
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	Yes	Yes	Yes	
	Regents Exams	EoC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/Trig, Geometry, Integ Alg, Living Env, Physical setting/Physics, Physical Setting/Chemistry, Physical setting/Earth Science. Parts used for Title I and Diploma.	Yes	Yes	Yes	
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	Yes	Yes	Yes	
	End of Course Multiple Choice	EOC	Math I, Biology, English II,	Yes	Yes	Yes	
North Dakota	Smarter Balanced Assessment NDSA Science (DRC)	3-8, 11 4, 8, 11	English Language Arts, Math, Science	Yes	Yes	Yes	
	PARCC Assessment	3-8	English Language Arts, Math	Yes	Yes	Yes	
Ohio	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	Yes	Yes	Yes	
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing (partially used for Title I)	No	No	No	X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
Oklahoma	End of Instruction	EoI	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History, For Title I, all used except for Alg II, Eng II, Geometry and US History (partially used for Title I)	No	No		
Oregon	Smarter Balanced Assessment Science Assessment	3-8,11 5,8,11	English Language Arts, Math Science	Yes Yes	Yes Yes	Yes Yes	
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8	Reading, Math, Science (4,8)	No	No		
Rhode Island	Keystone Exam	11	Algebra, Biology and Literature	No	No		
	New England Education Assessment Program (NECAP)	4, 8, 11	Science	Yes	Yes		
	PARCC Assessment	3-8, 11	English Language Arts, Math, Algebra, Geometry	Yes	Yes		
South Carolina	Palmetto Assessment of State Standards	3-8	English Language Arts, Math, Science, Social Studies, Writing (5, 8)	Yes	Yes		
	End of Course Examination	EoC	Algebra/Math for Technologies 2, Biology/ Applied Biology 2, English 1, US History and the Constitution	Yes	Yes		
	High School Assessment Program Test	2 nd year HS	English Language Arts, Math	Yes	Yes		
South Dakota	South Dakota State Test of Educational Progress (DSTEP) and Field Testing for Smarter Balanced Assessment	5, 8, 11	Science	Yes	Yes		
	Smarter Balanced Assessment	3 to 8	English Language Arts, Math	Yes	Yes		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
South Dakota	ACT	HS	English, Math	No	No		
Tennessee	Criterion Referenced Academic Achievement End of Course	3-8	Math, Reading/ Language, Science Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry	Yes	Yes	Yes	Yes
Texas	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish versions STAAR EoC	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8) Algebra I, Biology, English I, Reading, English I Writing, US History	Yes	Yes	Yes	Yes
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Language Arts, Math, Science	Yes	Yes	Yes	Yes
Vermont	Smarter Balanced Assessment NECAP	3-8, 11	English Language Arts, Math Science	Yes	Yes	Yes	Yes
Virginia	Standards of Learning (SOL) Content Specific Test End of Course Test	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8) Reading, Math, History/Social Science, Science	Yes	Yes	Yes	Yes
			Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from	Yes	Yes	Yes	Yes

		Disaggregated Special Education Data on General Assessments Used for Title I					
State	Test	Grade	Subject Areas	Participation	Reporting Summary By State		No Publicly Reported Data Found
					Part. and Perf. All Tests	Part. and Perf. Some Tests	
Virginia			1865 to present, Civics and Economics, Virginia Studies				
Washington	Smarter Balanced Assessment Measurements of Student Progress (MSP)	3-8, 11	English Language Arts, Math Science	Yes Yes	Yes Yes	Yes Yes	
	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology - part also not used for Title I. Biology reported only.	Yes	Yes	Yes	
West Virginia	West Virginia General Summative Assessment (WV/GSA)	3-11	English Language Arts/Literacy, Math Science	Yes Yes	Yes Yes	Yes Yes	
Wisconsin	Badger Exam	4, 6, 10	Science	Yes	Yes	Yes	
	ACT Writing Plus	3-8	English Language Arts, Math	Yes	Yes	Yes	
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	11	Reading, Math, Science (4,8, 11)	Yes	Yes	Yes	
				Total Regular States (N=50)		40	4
				Unique States		1	5
American Samoa	Stanford Achievement Test 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No		X
Bureau of Indian Education	Individual state administered assessments	Elem to HS	By State: Language Arts, Reading, Math, Science	No	No		X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	3 to 10	English, Math, Reading, Science, Writing	No	No		X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I							
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only For All Tests	Reporting Summary By State		
U.S. Department of Defense Education Activity	No Assessments Used for Title I								No Publicly Reported Data Found		
District of Columbia	PARCC Assessment	3-8, HS	English Language Arts, Math	Yes	Yes	Yes	Yes		No Title I Assmnts.		
Federated States of Micronesia	No Assessments Used for Title I								No Title I Assmnts.		
Guam	Stanford Achievement Test, 10	1-12	Reading (1-2), Math(1,2), Science(1-8) and Social Studies(1-8), Following are 9 to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.	Yes	Yes	Yes	Yes				
	ACT ASPIRE	3 to 10	English, Reading, Math	Yes	Yes	Yes	Yes		No Info Found		
Palau	No information found										
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No				X		
Republic of Marshall Islands	No Assessments Used for Title I								No Title I Assmnts.		
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No				X		
				Total Unique States (N=11)*				2	0	0	9
				Total Regular and Unique States (N=61)				42	4	1	14
				Percent				69%	6%	2%	23%

Table B-2. Participation and Performance Data for Students with Disabilities, General Assessment Not Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found	
Regular States											
Alabama	The ACT Plus Writing	11	English, Math, Reading, Science, Writing	No	No					X	
Alaska	No non-Title I assessments			-	-					Yes	
Arizona	No non-Title I assessments			-	-					Yes	
Arkansas	No non-Title I assessments			-	-					Yes	
California	No non-Title I assessments			-	-					Yes	
Colorado	No non-Title I assessments			-	-					Yes	
Connecticut	No non-Title I assessments			-	-					Yes	
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No					X	
Florida	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	No	No					X	
Georgia	No non-Title I assessments			-	-					Yes	
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No					X	
Idaho	Idaho Reading Indicator	K-3	Reading	No	No					X	
Illinois	No non-Title I assessments			-	-					Yes	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found	
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	Yes	-	-	-	Yes		
Iowa	No non-Title I assessments			-	-	-	-	-	Yes		
Kansas	No non-Title I assessments			-	-	-	-	-	Yes		
Kentucky	Explore	8	English, Math, Reading, Science	Yes	Yes	Yes	Yes	Yes	Yes		
	PLAN	10	English, Math, Reading, Science	Yes	Yes	Yes	Yes	Yes	Yes		
	ACT	11	English, Math, Reading, Science	Yes	Yes	Yes	Yes	Yes	Yes		
Louisiana	ACT	12	English, Reading, Math, Science	No	No	No	No	No	No	X	
Maine	No non-Title I assessments			-	-	-	-	-	Yes		
Maryland	High School Assessments (HSA)	EoC	English, Algebra/Data Analysis, Biology, Government	Yes	Yes	Yes	Yes	Yes	Yes		
Massachusetts	No non-Title I assessments			-	-	-	-	-	Yes		
Michigan	No non-Title I assessments			-	-	-	-	-	Yes		
Minnesota	No non-Title I assessments			-	-	-	-	-	Yes		
Mississippi	No non-Title I assessments			-	-	-	-	-	Yes		
Missouri	No non-Title I assessments			-	-	-	-	-	Yes		
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No	No	No	No	No	X	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	
				Yes	Yes	Yes	Yes	No Publicly Reported Data Found
Nebraska	Iowa Test of Basic Skills (ITBS)	3-11	Reading, Math	Yes	Yes	Yes	Yes	
	National Assessment Instrument	2 to 12	Reading, Math	Yes	Yes	Yes	Yes	
	Metropolitan Achievement Test	4, 8	Reading, Math	Yes	Yes	Yes	Yes	
	Terra Nova	3-11	Reading, Math	Yes	Yes	Yes	Yes	
	SAT	4, 5, 8 to 9	Reading, Math	Yes	Yes	Yes	Yes	
	ACT ASPIRE	4, 8, 9, 10	Reading, Math	Yes	Yes	Yes	Yes	
	ACT Explore	8	Math, Reading	Yes	Yes	Yes	Yes	
	ACT PLAN	9 to 11	Math, Reading	Yes	Yes	Yes	Yes	
Nevada	No non-Title I assessments			-	-	-	-	Yes
New Hampshire	No non-Title I assessments			-	-	-	-	Yes
New Jersey	No non-Title I assessments			-	-	-	-	Yes
New Mexico	No non-Title I assessments			-	-	-	-	Yes
New York	No non-Title I assessments			-	-	-	-	Yes
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No	No	No	X
North Dakota	No non-Title I assessments			-	-	-	-	Yes
Ohio	No non-Title I assessments			-	-	-	-	Yes

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found	
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3 to 8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No	No				X	
Oregon	No non-Title I assessments										
Pennsylvania	No non-Title I assessments						-	-	Yes		
Rhode Island	No non-Title I assessments						-	-	Yes		
South Carolina	ACT	3 rd year in HS	English Language Arts, Math	Yes	Yes				Yes		
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	Yes	Yes				Yes		
	ACT ASPIRE	3 to 8	English, Math, Reading, Writing	Yes	Yes				Yes		
South Dakota	No non-Title I assessments						-	-	Yes		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	
Tennessee	Writing	3-11	Writing	No	No			X
	ACT PLAN, Explore	8, 10	Reading, Math	No	No			
	ACT	HS	English, Math, Reading, Science, Composite	No	No			
Texas	Texas Assessment of Knowledge and Skills (TAKS)	11, 12 (retest)	English Language Arts, Math, Science, Social studies	Yes	Yes			
Utah	K3 Reading Competency	K to 3	Reading	Yes	Yes			
Vermont	No non-Title I assessments			-	-			
Virginia	No non-Title I assessments			-	-			
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	No	No			X
	High School Proficiency Exam	HS	Reading, Writing	No	No			
	SAT	HS	Critical Reading and Math	No	No			
West Virginia	HEAP Health Assessment	6, 8, HS	Health	No	No			X
	ACT Work Keys	12	Applied Math, Reading for Information, and Locating Information	No	No			
	Global 21 Career/Technical Education (CTE)	9 - 12	Career/Technical Education	No	No			
	ACT Explore, Plan	8, 10	English, Math, Reading, Science	No	No			

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State						
				Partici- pation	Perform- ance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Per- form- ance Only For All Tests	No Publicly Reported Data Found				
Wisconsin	ACT Work Keys	11	Applied Mathematics, Locating Information, and Reading for Information	No	No	X	X	X	X	X				
	ACT ASPIRE		9, 10 Reading, Mathematics, Science, and Writing	No	No									
Wyoming	ACT Explore, ACT Plan	9 11, 12 English, Math, Reading, Science	9 English, Math, Reading, Science	No	No	X	X	X	X	X				
	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)		11, 12 English, math, Reading, Writing, Science	No	No									
				Total Regular States (N=50)				29	6	0	14			
Unique States														
American Samoa	No non-Title I assessments					-	-	Yes						
Bureau of Indian Education	Unclear if any outside for states					-	-	Yes						
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12 Chamorro & Carolinian Language Heritage Studies (CCLHS)				No	No							
	End of Course	EoC	NMI History			No	No				X			

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I		Reporting Summary By State				
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Per-formance Only For All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 - 9	Reading/Language Arts, Mathematics, Science, Social Studies	No	No					X
	SAT	HS	Critical Reading, Math, Writing	No	No					X
District of Columbia	No non-Title I assessments			-	-	-	-	Yes		
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10)	No	No					X
Guam	No non-Title I assessments			-	-	-	-	Yes		
Palau	No information found			-	-	-	-	No Info. Found		
Puerto Rico	No non-Title I assessments			-	-	-	-	Yes		
Republic of Marshall Islands	No information found			-	-	-	-	No Info. Found		
U.S. Virgin Islands	No non-Title I assessments			-	-	-	-	Yes		
				Total Unique States (N=11)		8	0	0	0	3
				Total Regular and Unique States (N=61)		37 ¹	6	0	1	17
				Percent *	60%	10%	0	2%	28%	

¹ Two of these states had no information found online.

**Table B-3. Participation and Performance Data for Students with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-
AAS) Used for Title I Accountability, 2014-2015**

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I				
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Summary by State
<i>Regular States</i>								
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	Yes	Yes	Yes	Yes	
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	Yes	Yes	Yes	Yes	
Arizona	NCSC	3 to 11	English Language Arts, Math	Yes	Yes	Yes	Yes	
Arkansas	NCSC	3 to 8, 11	English Language Arts, Math	No	No			X
Arkansas	Arkansas Alternate Portfolio	5, 7, 10	Science	No	No			
California	California Alternate Assessment (CAA)	3- 8, 11	English Language Arts, Math	Yes	Yes	Yes	Yes	
California	California Alternate Performance Assessment (CAPA)	5, 8, 10	Science	Yes	Yes			
Colorado	Colorado Alternate Assessment (CoAlt)	5, 8	Science	Yes	Yes	Yes	Yes	
	DLM		English Language Arts, Math	No	No			
Connecticut	Skills Checklist	3-8	Access Skills, Math, Reading, Communication	Yes	Yes	Yes	Yes	
	NCSC	3 -8, 11	English Language Arts, Math	Yes	Yes	Yes	Yes	
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-11	Reading, Math (3-11), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes	Yes	Yes	
Florida	Florida Alternate Assessment (FAA)	3-8, HS	Reading, Math	Yes	Yes	Yes	Yes	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Summary by State
				Partic. Only	Perf. Only	No Alt. for Title I	No Publicly Reported Data Found or No Info. Found
Georgia	Georgia Alternate Assessment	3-8, HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes	
Hawaii	Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	Yes	Yes	Yes	
Idaho	ISAT Alternate Science	5, 7, 10	Science	Yes	Yes	Yes	
	NCSC	3-8, 11	English Language Arts, Math	Yes	Yes		
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes	Yes	
Indiana	NCSC	3-8, HS	English Language Arts, Math	No	No		
	Indiana Standards Tool for Alternate Reporting (ISTAR)	4 to 7	Science and Social Studies	No	No		X
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	Yes	Yes	Yes	
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	No	No		X
Kansas	DLM	3-8, 10, 11	Reading, Math, Science (4, 7, 10)	Yes	Yes	Yes	
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11), Social Studies (5,8,12)	Yes	Yes	Yes	
Louisiana	Louisiana Alternate Assessment 1. If different test, no information found	3-11	English/Language arts, Math, Science	No	No		X
Maine	Maine Personalized Alternate Assessment Portfolio (MEPAAP)	5, 8, 3 rd yr. HS	Science	Yes	Yes	Yes	
	NCSC	3-8, 3 rd yr. HS	ELA/Literacy, Math	Yes	Yes		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only	No Alt. for Title I
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8, 10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes	Yes		
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/Engineering (5, 8-10)	Yes	Yes	Yes	Yes		
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11), Social Studies (5, 8, 11)	Yes	Yes	Yes	Yes		
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (4, 7 11)	Yes	Yes	Yes	Yes		
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes	Yes	Yes		
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes	Yes		
Mississippi	DLM	3-8	Language Arts, Math, Science (5,8)	No	No	No	No		X
Missouri	Missouri Assessment Program Alternate (MAP-A)	HS	Language Arts, Math, Science	No	No	No	No		
Montana	MSAA Alternate (NCSC assessment) Criterion Referenced Test (CRT)	3-8, 11 4, 8,10	English Language Arts, Math Science	No	No	No	No		X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Summary by State
				Partic. Only	Perf. Only	No Alt. for Title I	No Publicly Reported Data Found or No Info. Found
Nebraska	Alternate Assessments (NESAM and NESAAAM)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	Yes	Yes	Yes	
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, Writing (8,11)	Yes	Yes	Yes	
	Nevada Alternate Assessment (NAA)	8	Science (8), Writing (8)	No	No		
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	Yes	Yes	Yes	
	DLM	3-8, 11	Reading, Math	Yes	Yes		
New Jersey	Alternate Proficiency Assessment	4, 8, 11	Science	Yes	Yes	Yes	
	DLM	3-8, 11	Reading Math	No	No	Yes	
New Mexico	NCSC	3-8, 11	English Language Arts, Math	No	Yes		
	Alternative Performance Assessment (NMAPA)	4, 7, HS	Science	No	Yes	Yes	
New York	New York State Alternate Assessment (NYSA)	3-8, HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	Yes	Yes	Yes	
North Carolina	North Carolina Extend 1 (NCEXTEND1)	3-8	Reading, Math, Science (5,8)	Yes	Yes		
	North Carolina Extend 1 (NCEXTEND1)	10	Math I, Biology, English II	Yes	Yes	Yes	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only	No Alt. for Title I
North Da- kota	North Dakota Alternate As- essment 1 (NDAA1)	4, 8, 11	Science	Yes	Yes	Yes	Yes		
	DLM	3-8, 11	English Language Arts, Math	Yes	Yes				
Ohio	Alternate Assessment for Students with Cognitive Dis- abilities (AASCD)	3-8	English/Language Arts, Math, Sci- ence (5,8)	Yes	Yes	Yes	Yes		
	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Sci- ence, Social Studies	Yes	Yes	Yes	Yes		
Oklahoma	Oklahoma Alternate Assess- ment Program (OAAP)	3-8, EoI	Math, Reading, Science (5,8), Geography, Social Studies, Writ- ing (5,8), Algebra I, English II/ Writing, Biology, US History (oth- ers if took Algebra II, Geometry, English III/ Writing)	No	No				X
	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	Yes	Yes	Yes	Yes		
Pennsylva- nia	Pennsylvania Alternate Sys- tem of Assessment (PASA)	3-8, 11	Reading, Math	Yes	Yes			Yes	
	Pennsylvania Alternate Sys- tem of Assessment (PASA)	4, 8, 11	Science	No	No				
Rhode Island	Rhode Island Alternate As- sessment (RIAA)	4, 8, 11	Science	No	No			Yes	
	NCSC	3-8, 11	English Language Arts, Math	Yes	Yes				

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Summary by State
				Partic. Only	No Alt. for Title I	No Publicly Reported Data Found or No Info. Found	
South Caro- lina	South Carolina Alternate (SC- ALT)	4 to 8	Science, Social Studies	Yes	Yes	Yes	
	NCSC	3-8,11	English Language Arts, Math	Yes	Yes	Yes	
South Da- kota	Dakota State Test of Edu- cational Progress Alternate (DSTEP A)	5, 8, 11	Science	Yes	Yes	Yes	
	NCSC	3-8, 11	English Language Arts, Math	Yes	Yes	Yes	
Tennessee	Alternate Assessment (transi- tion to NCSC)	3-8, 11	English Language Arts, Math, Science	No	No		X
Texas	State of Texas Assessments of Academic Readiness Alter- nate (STAARALT2)	3-8	Math, Reading, Writing (4,7), Sci- ence (5,8) Social Studies (8)	Yes	Yes	Yes	
	STAARALT2 End of Course (EoC)	EoC	English I, English II, Algebra I, Biology, US History	Yes	Yes		
Utah	DLM	3-11	Language Arts, Math, and Sci- ence	Yes	Yes	Yes	
Vermont	Alternate Assessment DLM	4, 8, 11	Science	No	No		X
		3 to 11	English Language Arts, Math	No	No		
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Math, History/Social Science, Science	Yes	Yes	Yes	
	Virginia Alternate Assess- ment Portfolio End of Course (VAAP EoC)	EoC	Reading, Math, History/Social Science, Science	Yes	Yes		
Washington	WA-AIM Alternate Assess- ment	3-8, 11	English Language Arts, Math, Sci- ence (5, 8)	Yes	Yes	Yes	
West Vir- ginia	West Virginia Alternate Sum- mative Assessment	3-8, HS	Reading, Math	Yes	Yes	Yes	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests
Wisconsin	Wisconsin Alternate Assessment (WAA-SwD)	4, 8, 10	Science, Social Studies	Yes	Yes	Yes	
	DLM	3 to 11	English Language Arts, Math	Yes	Yes		
Wyoming	Wy-ALT	3-8, HS	English Language Arts, Math (3 to 8-11), Science (4, 8, 9 to 11)	Yes	Yes	Yes	
	Total Regular States (N=50)				35	6	1
	Unique States				8		
American Samoa	No information found			No	No		
Bureau of Indian Education	Merged with regular	Elem to HS	By state: Language Arts, Reading, Math, Science	No	No		
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No		
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment.	K to 12	The Alternate Assessment is comprised of evidence of the student's achievement, including but not limited to student work products, interviews, photographs, videos, etc.	No	No		
District of Columbia	NCSC	3 to 8, HS	English Language Arts, Math	Yes	Yes	Yes	

		Disaggregated Special Education Data For AA-AAS Used for Title I					
State	Test	Grade	Subject Areas	Summary by State			No Publicly Reported Data Found or No Info. Found
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	
						Perf. Only	No Alt. for Title I
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards. No Alternate for Title I.	6, 8, 10	Reading, Math, Science (8)	No	No		X
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math Doe Alternate 1,2, 9, 10 ELA, Math	Yes	Yes	Yes	
Palau	No information found			No	No		No inform. found
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No		X
Republic of Marshall Islands	No Alternate for Title I			No	No		X
U.S. Virgin Islands	Alternate Assessment	3-8, 11	English Language Arts, Math	No	No		X
				Total Unique States (N=11)		2	0
				Total Regular and Unique States (N=6)		37	6
				Percent	60%	10%	5%
						23%	14 ¹

¹ Two of these states had no AA-AAS information found.

Table B-4. Participation and Performance Data for English Learners (ELs) with Disabilities, General Assessments Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I		Reporting Summary By State	
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found
Regular States									
Alabama	ACT Aspire	3 to 8, 10-11	Reading, Math, Science (5, 7)	No	No				
	ACT Plan	10	English, Math, Science	No	No				X
Alaska	Alaska Measures of Progress (AMP)	3 to 10	English Language Arts, Math	No	No				
	Standards Based Assessments	4, 8, 10	Science	No	No				X
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No				
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	No	No				X
Arkansas	Augmented Benchmark Exams (ABE)	5, 7	Science	No	No				
	PARCC Assessment	3 to 8	Math, Literacy	No	No				X
California	End of Course Exams	EoC	Biology	No	No				
	California Standards Test Scores (CST)	5, 8, 10	Science	No	No				
	Smarter Balanced Summative	2-11	English Language Arts, Math	No	No				X

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I
Colorado	PARCC Assessment	3 to 11, EoC	Reading (3-11), Math (3-8 and Alg. I, Geom., Integ. I, Integ. II, Integ. III)	No	No			X
	Colorado Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	No	No			X
Connecticut	Smarter Balanced Assessments	3 to 8, 11	English Language Arts, Math	No	No			X
	Connecticut Academic Performance Test	10	Science	No	No			X
	Connecticut Mastery Test (CMT)	5, 8	Science	No	No			X
Delaware	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No			X
	Delaware Comprehensive Assessment Systems (DCAS)	4-5, 7-8, 10	Social Studies (4,7), Science (5,8,10)	No	No			X
Florida	Florida Standards Assessment	3-8, HS	Reading, Math	No	No			X
	FCAT Science	5, 8	Science	No	No			X

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I						
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Georgia	Georgia Milestone Assessment End of Grade	3-8	Language Arts, Math, Science, Social Studies	No	No	No Assmt. Used for Title I	No Information on Assmts. Found	X	X	X
	Georgia Milestone Assessment, EoC									
Hawaii	Smarter Balanced Assessment End of Course	3-8, 11	English Language Arts, Math	No	No	No Assmt. Used for Title I	No Information on Assmts. Found	X	X	X
Idaho	Hawaii State Assessment in Science General Assessment	4, 8	Science	No	No	No Assmt. Used for Title I	No Information on Assmts. Found	X	X	X
		3-8, HS	English Language Arts (ELA) and Math (3-8, HS), Science (5-7, HS)	No	No	No Assmt. Used for Title I	No Information on Assmts. Found			

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found	No Publicly Reported Data Found	
Illinois	PARCC Assessment	3-8, HS	English Language Arts, Math	No	No					X	
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	No	No					X	
	End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I	No	No						
Iowa	Iowa Assessment	3-8,11	Reading, Math	No	No					X	
	Iowa Assessment Science	5,8,11	Science	No	No						
Kansas	General Assessment	3-8,10,11	Reading, Math, Science (4,7,11) No Science reported	No	No					X	
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10,11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	No	No					X	
	End of Course	EoC	English II, Algebra II, Biology, US History	No	No						
	Stanford Achievement Test 10 (part of K-PREP)	3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	No	No						

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I						
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Louisiana	PARCC general assessment	3 to 8	English/Language Arts, Math	No	No					
	End of Course tests	EoC	English II, English III, Algebra I, Geometry, Biology, US History	No	No					X
Maine	Smarter Balanced	3-8, 3 rd year HS	Mathematics, ELA/Literacy	No	No					X
	Maine Educational Assessment (MEA) Science	5,8, 3 rd year HS	Science	No	No					X
Maryland	Maryland School Assessment (MSA)	5, 8	Science	No	No					
	PARCC Assessment	3 to 8, 10	English Language Arts, Math	No	No					
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	No	No					
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	No	No					
	PARCC general assessment	3 to 8	English/Language Arts, Math (3 to 8), Algebra I (8th grade)	No	No					
	STE MCAS Tests	5, 8, 9, or 10	Science and Technology/Engineering (single discipline tests in (Biology, Chemistry, Intro Physics, and Technology/ Engineering)	No	No					X

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found	No Publicly Reported Data Found	
Michigan	Michigan Student Test of Educational Progress (M-STEP)	3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4, 7, 11), Social Studies (5, 8, 11)	No	No				X		
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	HS	English, Reading, Math, Science	No	No						
Mississippi	PARCC general assessment Science Tests	3-8	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes	Yes	Yes			
Missouri	High school Subject Area Tests	5,8	Language Arts, Math	No	No	No	No	No		X	
		EoC	Science	No	No	No	No	No			
Montana	Grade-Level Assessment Online End of Course Assessments	3-8, HS	Biology I, US History	No	No	No	No	No			
		EoC	English Language Arts, Math, Science (5,8), Social Studies (HS)	No	No	No	No	No			
	Smarter Balanced Assessment Criterion Referenced Test Science	3-8, 11	English I and II, Algebra I and II, Geometry, Biology I, Physical Science, American History, Government	No	No	No	No	No		X	
		4, 8, 10	Science	No	No	No	No	No		X	

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I				Reporting Summary By State			
				Participation	Performance	Part. and Perf. All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found		
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8, 11)	No	No						
Nevada	Criterion Referenced Test (CRT)	3-8	Science (5,8) No Reading or Math reported	Yes	Yes						
	High School Proficiency Exam	HS	Reading, Math, Science, Writing	Yes	Yes						
New Hampshire	Smarter Balanced Assessment	3 to 8, 11	Reading, Math	No	No						
	New England Comprehensive Assessment Program (NECAP)	4, 8, 11	Science	No	No						
New Jersey	PARCC Assessment	3 to 8	English Language Arts, Math	No	No						
	PARCC High School Assessments	9 to 11	English Language Arts (9 to 11), Algebra I, Algebra II, Geometry	No	No						
New Mexico	PARCC Assessment	3-8,10-11	Reading, Math, Science (3, 7-8, 11). And High School SBA serves as diploma also	No	No						
	Standards Based Assessment (SBA)	4, 7, 10-11	Science	No	No						
	Standards Based Assessment Spanish	4, 7, 10-11	Reading	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	No	No				
	Common Core Regents	EoC	Algebra I, English Language Arts, Geometry	No	No				
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	No	No				
	Regents Exams	EoC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/ Trig, Geometry, Integ Alg, Living Envt, Physical setting/ Physics, Physical Setting/ Chemistry, Physical setting/ Earth Science. Parts used for Title I and Diploma.	No	No				
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	No	No				
	End of Course Multiple Choice	EOC	Math I, Biology, English II,	No	No				

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
				No Assmt. Used for Title I	No Assmt. Found	No Information on Assmts. Found	No Publicly Reported Data Found
North Dakota	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math, Science	No	No		
	NDSA Science (DRC)	4, 8, 11	Science	No	No		
Ohio	PARCC Assessment	3-8	English Language Arts, Math	No	No		
	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	No	No		

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing (partially used for Title I)X	No	No			X
Oregon	Smarter Balanced Assessment	EoI	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History. For Title I, all used except for Alg II, Eng II, Geometry and US History (partially used for Title I)	No	No			
Pennsylvania	Science Assessment	5, 8, 11	English Language Arts, Math	No	No			X
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8	Science	No	No			
	Keystone Exam	11	Reading, Math, Science (4,8)	No	No			X
			Algebra, Biology and Literature	No	No			

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I				Reporting Summary By State			
				Participation	Performance	Part. and Perf. All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found		
Rhode Island	New England Education Assessment Program (NECAP)	4, 8, 11	Science	No	No					X	
	PARCC Assessment	3-8, 11	English Language Arts, Math, Algebra, Geometry	No	No						
South Carolina	Palmetto Assessment of State Standards	3-8	English Language Arts, Math, Science, Social Studies, Writing (5, 8)	No	No					X	
	End of Course Examination	EoC	Algebra/Math for Technologies 2, Biology/Applied Biology 2, English 1, US History and the Constitution	No	No						
	High School Assessment Program Test	2 nd year HS	English Language Arts, Math	No	No						
South Dakota	South Dakota State Test of Educational Progress (DSTEP) and Field Testing for Smarter Balanced Assessment	5, 8, 11	Science	No	No					X	
	Smarter Balanced Assessment	3 to 8	English Language Arts, Math	No	No						
	ACT	HS	English, Math	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. and Perf. Used for Title I
Tennessee	Criterion Referenced Academic Achievement	3-8	Math, Reading/ Language, Science	No	No			
	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry	No	No			X
Texas	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish versions	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	No	No			
	STAAR EoC	EoC	Algebra I, Biology, English I, Reading, English I Writing, US History	No	No			X
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Language Arts, Math, Science	No	No			
Vermont	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No			X
	NECAP	4, 8, 11	Science	No	No			X

State	Test	Grade	Subject Areas	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests
Virginia	Standards of Learning (SOL)	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	Yes	Yes	No Assmt. Used for Title I	No Information on Assmts. Found
	Content Specific Test	3-8	Reading, Math, History/Social Science, Science	Yes	Yes	No Assmt. Used for Title I	No Information on Assmts. Found
	End of Course Test	EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	Yes	Yes	No Assmt. Used for Title I	No Information on Assmts. Found
Washington	Smarter Balanced Assessment Measurements of Student Progress (MSP)	3-8, 11	English Language Arts, Math	Yes	Yes	No Assmt. Used for Title I	No Information on Assmts. Found
	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology - part also not used for Title I. Biology reported only.	Yes	Yes	No Assmt. Used for Title I	No Information on Assmts. Found
							X

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found	No Publicly Reported Data Found	
West Virginia	West Virginia General Summative Assessment (WVGSA)	3-11	English Language Arts/Literacy, Math	No	No						
	Science	4, 6, 10	Science	No	No					X	
Wisconsin	Badger Exam	3-8	English Language Arts, Math	No	No						
	ACT Writing Plus	11	Reading, Math, Science, Writing	No	No					X	
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8, 11)	No	No					X	
Total Regular States (N=50)						3	0	0	0	47	

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Reporting Summary By State
Unique States								
American Samoa	Stanford Achievement Test 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No			
Bureau of Indian Education	Individual state administered assessments	Elem to HS	By State: Language Arts, Reading, Math, Science	No	No			
Commonwealth of Northern Mariana Islands	ACT ASPIRE	3 to 10	English, Math, Reading, Science, Writing	No	No			
U.S. Department of Defense Education Activity	No Assessments Used for Title I							
District of Columbia	PARCC Assessment	3-8, HS	English Language Arts, Math	No	No			
Federated States of Micronesia	No Assessments Used for Title I							
Guam	Stanford Achievement Test, 10	1-12	Reading (1,2), Math(1,2), Science(1-8) and Social Studies(1-8), Following are 9to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam	No	No			

State	Test	Grade	Subject Areas	Participation	Performance	Disaggregated Data for ELs with Disabilities for General Assessments Used for Title I			Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Used for Title I	No Information on Assmnts. Found	No Publicly Reported Data Found	
Guam	ACT ASPIRE	3 to 10	History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.								
Palau	No information found									X	
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X	
Republic of Marshall Islands	No Assessments Used for Title I										
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					X	
						Total Unique States (N=11)*	0	0	3	1	
						Total Regular and Unique States (N=61)	3	0	3	1	
						Percent	5%	0%	5%	2%	
										88%	

Table B-5. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, General Assessments Not Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Partici- pation	Perform- ance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Infor- mation Found	No Publicly Report- ed Data Found	
Regular States											
Alabama	The ACT Plus Writing	11	English, Math, Reading, Science, Writing	No	No	No	No	No		X	
Alaska	No non-Title I assessments			-	-	-	-	-	Yes		
Arizona	No non-Title I assessments			-	-	-	-	-	Yes		
Arkansas	No non-Title I assessments			-	-	-	-	-	Yes		
California	No non-Title I assessments			-	-	-	-	-	Yes		
Colorado	No non-Title I assessments			-	-	-	-	-	Yes		
Connecticut	No non-Title I assessments			-	-	-	-	-	Yes		
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No	No	No	No		X	
Florida	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	No	No	No	No	No		X	
Georgia	No non-Title I assessments			-	-	-	-	-	Yes		
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No	No	No	No		X	
Idaho	Idaho Reading Indicator	K-3	Reading	No	No	No	No	No		X	
Illinois	No non-Title I assessments			-	-	-	-	-	Yes		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found	
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	No	-	-	-	-	X	
Iowa	No non-Title I assessments			-	-	-	-	-	Yes		
Kansas	No non-Title I assessments			-	-	-	-	-	Yes		
Kentucky	Explore	8	English, Math, Reading, Science	No	No	No	No	No			
	PLAN	10	English, Math, Reading, Science	No	No	No	No	No		X	
	ACT	11	English, Math, Reading, Science	No	No	No	No	No			
Louisiana	ACT	12	English, Reading, Math, Science	No	No	No	No	No		X	
Maine	No non-Title I assessments			-	-	-	-	-	Yes		
Maryland	High School Assessments (HSA)	EoC	English, Algebra/Data Analysis, Biology, Government	No	No	No	No	No		X	
Massachusetts	No non-Title I assessments			-	-	-	-	-	Yes		
Michigan	No non-Title I assessments			-	-	-	-	-	Yes		
Minnesota	No non-Title I assessments			-	-	-	-	-	Yes		
Mississippi	No non-Title I assessments			-	-	-	-	-	Yes		
Missouri	No non-Title I assessments			-	-	-	-	-	Yes		
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No	No	No	No		X	

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I					Reporting Summary By State				
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Assmt. Information Found	No Publicly Reported Data Found	No Publicly Reported Data Found	No Publicly Reported Data Found
Nebraska	Iowa Test of Basic Skills (ITBS)	3-11	Reading, Math	No	No								
	National Assessment Instrument	2 to 12	Reading, Math	No	No								
	Metropolitan Achievement Test	4, 8	Reading, Math	No	No								
	Terra Nova	3-11	Reading, Math	No	No								
	SAT	4, 5, 8 to 9	Reading, Math	No	No								
	ACT ASPIRE	4, 8, 9, 10	Reading, Math	No	No								
ACT Explore	8	Math, Reading	No	No									
	ACT PLAN	9 to 11	Math, Reading	No	No								
	No non-Title I assessments			-	-								
New Hampshire	No non-Title I assessments			-	-								
New Jersey	No non-Title I assessments			-	-								
New Mexico	No non-Title I assessments			-	-								
New York	No non-Title I assessments			-	-								
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No								
North Dakota	No non-Title I assessments			-	-								
Ohio	No non-Title I assessments			-	-								

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found	
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3 to 8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No						
			End of Instruction	ACE Algebra I, II, ACE Geometry, ACE English II, III, (writing included), ACE Biology I, ACE US History. For Title I, all used except for Alg II, Eng II, Geometry and US History	No	No					
Oregon	No non-Title I assessments				-	-			Yes		
Pennsylvania	No non-Title I assessments				-	-			Yes		
Rhode Island	No non-Title I assessments				-	-			Yes		
South Carolina	ACT	3 rd year in HS	English Language Arts, Math	No	No						
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	No	No						
	ACT ASPIRE	3 to 8	English, Math, Reading, Writing	No	No						
South Dakota	No non-Title I assessments										
Tennessee	Writing	3-11	Writing	No	No						
	ACT PLAN, Explore	8, 10	Reading, Math	No	No						
	ACT	HS	English, Math, Reading, Science, Composite	No	No						

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found	
Texas	Texas Assessment of Knowledge and Skills (TAKS)	11, 12 (retest)	English Language Arts, Math, Science, Social studies	Yes	Yes	Yes	Yes	Yes			
Utah	K3 Reading Competency	K to 3	Reading	No	No	No	No	No		X	
Vermont	No non-Title I assessments			-	-	-	-	Yes			
Virginia	No non-Title I assessments			-	-	-	-	Yes			
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	No	No	No	No	No		X	
	High School Proficiency Exam	HS	Reading, Writing	No	No	No	No	No			
West Virginia	SAT	HS	Critical Reading and Math	No	No	No	No	No			
	HEAP Health Assessment	6, 8, HS	Health	No	No	No	No	No			
	ACT Work Keys	12	Applied Math, Reading for Information, and Locating Information	No	No	No	No	No			
	Global 21 Career/Technical Education (CTE)	9 - 12	Career/Technical Education	No	No	No	No	No			
	ACT Explore, Plan	8, 10	English, Math, Reading, Science	No	No	No	No	No			
Wisconsin	ACT Work Keys	11	Applied Mathematics, Locating Information, and Reading for Information	No	No	No	No	No		X	
	ACT ASPIRE	9, 10	Reading, Mathematics, Science, and Writing	No	No	No	No	No			

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found	
Wyoming	ACT Explore, ACT Plan	9	English, Math, Reading, Science	No	No						
	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)	11, 12	English, math, Reading, Writing, Science	No	No						
				Total Regular States (N=50)				29	1	0	20
				Unique States							
American Samoa	No non-Title I assessments			-	-	-	-	Yes			
Bureau of Indian Education	Unclear if any outside for states			-	-	-	-	Yes			
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12	Chamorro & Carolinian Language Heritage Studies (CCLHS)								
				No	No						
	End of Course	EoC	NMI History						No	No	
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 - 9	Reading/Language Arts, Mathematics, Science, Social Studies						No	No	
	SAT	HS	Critical Reading, Math, Writing						No	No	
District of Columbia	No non-Title I assessments			-	-	-	-	Yes			

State	Test	Grade	Subject Areas	Partici-pation	Perform-ance	Disaggregated Special Education Data on General Assessments Not Used for Title I				Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Infor-mation Found	No Publicly Report-ed Data Found			
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10)	No	No	-	-	-	Yes	-	X		
Guam	No non-Title I assessments					-	-	-					
Palau	No information found					-	-	-			X		
Puerto Rico	No non-Title I assessments					-	-	-	Yes				
Republic of Marshall Islands	No information found					-	-	-			X		
U.S. Virgin Islands	No non-Title I assessments					-	-	-	Yes				
						Total Unique States (N=11)				6	0	2	3
						Total Regular and Unique States (N=61)				35	1	0	23
						Percent *	57%	2%	0	3%	0	38%	

Table B-6. Participation and Performance Data for English Learners (ELs) with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	No Alt. Inform. Found
Regular States							
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	Yes	Yes	Yes	
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	Yes	Yes	Yes	
Arizona	NCSC	3 to 11	English Language Arts, Math	No	No		X
Arkansas	NCSC	3 to 8, 11	English Language Arts, Math	No	No		X
Arkansas	Arkansas Alternate Portfolio	5, 7, 10	Science	No	No		
California	California Alternate Assessment (CAA)	3-8, 11	English Language Arts, Math	No	No		
Colorado	Colorado Alternate Performance Assessment (CAPA)	5, 8, 10	Science	Yes	Yes		Yes
Colorado	Colorado Alternate Assessment (CoAlt) DLM	5, 8	Science	Yes	Yes		Yes
Connecticut	Science Alternate	Unclear	Science	No	No		Yes
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-8, 11	English Language Arts, Math	Yes	Yes		Yes
Florida	Florida Alternate Assessment (FAA)	3-8, HS	Reading, Math	No	No		X
Georgia	Georgia Alternate Assessment	3-8, HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes	

State	Test	Grade	Subject Areas	Partici-pation	Perform-ance	Disaggregated Special Education Data For AA-AAS Used for Title I		
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	No Alt. for Title I
Hawaii	Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	No	No			X
Idaho	ISAT Alternate Science	5, 7, 10	Science	No	No			X
	NCSC	3-8, 11	English Language Arts, Math	No	No			
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes	Yes		
Indiana	NCSC	3-8, HS	English Language Arts, Math	No	No			X
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	4 to 7	Science and Social Studies	No	No			X
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	No	No			X
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	No	No			
Kansas	DLM	3-8, 10, 11	Reading, Math, Science (4, 7, 10)	No	No			X
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11), Social Studies (5,8,12)	No	No			X
Louisiana	Louisiana Alternate Assessment 1. If different test, no information found	3-11	English/Language arts, Math, Science	No	No			X
Maine	Maine Personalized Alternate Assessment Portfolio (MEP AAP)	5, 8, 3 rd yr. HS	Science	No	No			X
	NCSC	3-8, 3 rd yr. HS	ELA/Literacy, Math	No	No			

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	No Alt. Inform. Found
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes	
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/ Engineering (5, 8-10)	No	No		X
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11), Social Studies (5, 8, 11)	Yes	Yes		
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes	Yes	
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes		
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes	
Mississippi	DLM	3-8	Language Arts, Math, Science (5,8)	No	No		X
	DLM HS	HS	Language Arts, Math, Science (5,8)	No	No		
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	English Language Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	No	No		X
Montana	MSAA Alternate (NCSC assessment)	3-8, 11	English Language Arts, Math	No	No		X
	Criterion Referenced Test (CRT)	4, 8, 10	Science	No	No		
Nebraska	Alternate Assessments (NESAA-M and NESAA-AAM)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No		X

State	Test	Grade	Subject Areas	Partici-pation	Perform-ance	Disaggregated Special Education Data For AA-AAS Used for Title I		
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	No Alt. for Title I
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, Science (8), Writing (8)	Yes	Yes	Yes	Yes	
	Nevada Alternate Assessment (NAA)	8	Science	No	No			
New Hamp-shire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	No	No			
	DLM	3-8, 11	Reading, Math	No	No			X
New Jersey	Alternate Proficiency Assessment	4, 8, 11	Science	Yes	Yes	Yes	Yes	
	DLM	3-8, 11	Reading Math	No	No			
New Mexico	NCSC	3-8, 11	English Language Arts, Math	No	No			
	Alternative Performance Assessment (NMAPA)	4, 7, HS	Science	No	No			X
New York	New York State Alternate Assessment (NYSA)	3-8, HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	No	No			X
	North Carolina Extend 1 (NCEXTEND1)	3-8	Reading, Math, Science (5,8)	Yes	Yes	Yes	Yes	
North Carolina	North Carolina Extend 1 (NCEXTEND1)	10	Math I, Biology, English II	Yes	Yes			
	North Dakota Alternate Assessment 1 (NDAA1)	4, 8, 11	Science	No	No			X
North Dakota	DLM	3-8, 11	English Language Arts, Math	No	No			

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests
				No Alt. Inform. Found	No Alt. Inform. Title I	No Publicly Reported Data Found	Summary by State
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes	
	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes	
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, EoI	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/ Writing, Biology, US History (others if took Algebra II, Geometry, English III/ Writing)	No	No		
							X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	No	No		X
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	3-8, 11	Reading, Math	Yes	Yes		
	Pennsylvania Alternate System of Assessment (PASA)	4, 8, 11	Science	No	No		Yes
Rhode Island	Rhode Island Alternate Assessment (RIAA)	4, 8, 11	Science	No	No		
	NCSC	3-8, 11	English Language Arts, Math	No	No		X
South Carolina	South Carolina Alternate (SC-ALT)	4 to 8	Science, Social Studies	No	No		
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A)	5, 8, 11	English Language Arts, Math	No	No		X
	NCSC	3-8, 11	English Language Arts, Math	No	No		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
				Partici- pation	Perform- ance	Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Partic. And Perf. For Title I	No Alt. Inform. Found
Unique States									
American Samoa	No information found			No	No				X
Bureau of Indian Education	Merged with regular	Elem to HS	By state: Language Arts, Reading, Math, Science	No	No				X
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No				X
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment. No Alternate for Title I.	K to 12	The Alternate Assessment is comprised of evidence of the student's achievement, including but not limited to student work products, interviews, photographs, videos, etc.	No	No				X
District of Columbia	NCSC	3 to 8, HS	English Language Arts, Math	No	No				X
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards. No Alternate for Title I.	6, 8, 10	Reading, Math, Science (8)	No	No				X
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math Doe Alternate 1,2, 9, 10 ELA, Math	No	No				X
Palau	No information found			No	No				X

State	Test	Grade	Subject Areas	Partici- pation	Perform- ance	Disaggregated Special Education Data For AA-AAS Used for Title I				
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X
Republic of Marshall Islands	No Alternate for Title I			No	No					X
U.S. Virgin Islands	Alternate Assessment	3-8, 11	English Language Arts, Math	No	No					X
						Total Unique States (N=11)	0	0	3	2
						Total Regular and Unique States (N=61)	12	6	3	38
						Percent	20%	10%	5%	62%

Table B-7. Participation and Performance Data for Students with Disabilities and ELs with Disabilities, on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Data for AA-MAS			
				Students with Disabilities Summary		Participation and Performance	No Data Found
				Participation and Performance	No Data Found		
Regular States							
California	California Modified Assessment (CMA)	3-11	Science (5,8, and 10 Life Science)	Yes		Yes	
North Dakota	North Dakota Alternate Assessment 2 (NDAA2)	3-8, 11	Reading/Language Arts, Math, Science (4,8, 11)	Yes			X
Virginia	Virginia Modified Achievement Standards Test (VMAST)	3-8, EoC	Math, Reading (3-8), Algebra I and Reading EoC	Yes		Yes	
Total Regular States with MAS (N=11)				3	0	2	1
Percent				100%	0%	67%	33%

Table B-8. Participation and Performance Data for Students with Disabilities and ELs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2014-2015

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		Participation	Performance
				ELs with Disabilities	Participation		
Regular States							
Massachusetts	Alternate Based on Grade Level Achievement Standards	3-8, 10	English Language Arts, Math, Science/Engineering (5, 8, 9, 10)	Yes	Yes ¹	No	No
Virginia	Virginia Grade Level Alternate Assessment (VGLAA) and EoC	3-8, EoC	Reading, History/Social Science(3, EoC), Science (3,5,8, EoC) Writing (5,8, EoC)	Yes	Yes	Yes	Yes
Total Regular States with GLAS (N=1)				2	2	1	1
Percent				100%	100%	50%	50%

¹ State reports these data merged with general assessment performance data.

Table B-9. How Participation was Reported in States for the General Assessments, 2014-2015
 (Note: There is an asterisk after the state name if the state did not report data by grade and test.)

State	Participation Data Reported On General Assessments						Percent of Students with No Scores
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	
<i>Regular States</i>							
Alabama	-	-	-	X ²	-	-	-
Alaska	X	-	-	X	-	-	-
Arizona	-	X	-	-	-	-	-
Arkansas	X	-	-	X	-	X	-
California	X	-	-	X	-	X	-
Colorado	-	X	-	X	-	-	X
Connecticut	X	-	-	X	-	X	-
Delaware	X	X	X	X	-	-	X
Florida	X*	X	-	X ³	X	-	-
Georgia	-	X	-	-	-	-	-
Hawaii	X	X	-	X*	-	-	-
Idaho	-	X	-	X	-	-	-
Illinois	X*	X	X	X*	X	-	-
Indiana	-	X	-	-	-	-	X
Iowa	X	X	-	-	X ⁴	-	-
Kansas	X	X	X	X*	X	-	-
Kentucky	X	X	-	X	-	-	-
Louisiana	-	-	-	-	-	-	-
Maine	X	X	-	-	X ⁵	-	-
Maryland	-	X*	-	X*	-	-	-
Massachusetts	-	-	-	X ⁶	X*	-	-

Participation Data Reported On General Assessments

State	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores
Michigan	-	X	-	-	-	-	-	-
Minnesota	X*	X	-	-	-	-	-	-
Mississippi	-	-	-	-	-	-	-	-
Missouri	X*	X*	-	-	-	-	-	-
Montana	-	-	-	-	-	-	-	-
Nebraska	-	X	X	X	-	-	-	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	X	X	-	X ⁷	-	X	X	-
New Jersey	X	-	X	-	-	X	X	-
New Mexico	-	X*	-	-	-	-	-	-
New York	-	X	-	-	-	-	-	-
North Carolina	X	X	X	X ⁸	X	-	X	X
North Dakota	X*	X	X	X*	X*	X*	X*	X*
Ohio	X*	X*	X*	X*	X*	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X*	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	-	X	-	-	-	-	-	-
South Carolina	-	X	-	-	-	-	-	-
South Dakota	-	X	-	-	-	X*	-	-
Tennessee	-	-	-	-	-	-	X*	-
Texas	-	X	-	-	-	X	-	-
Utah	-	-	-	-	-	-	-	-
Vermont	-	X	-	-	-	-	-	-

Participation Data Reported On General Assessments						
State	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores
Virginia	-	X	-	X	X	-
Washington	X	-	X*	-	X*	-
West Virginia	-	-	-	X*	-	-
Wisconsin	X	-	-	-	-	X
Wyoming	-	X	-	X*	-	-
Total Regular States (N=50)	22	35	9	26	11	8
<i>Unique States</i>						
American Samoa	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-
District of Columbia	-	X*	-	X*	-	-
Federated States of Micronesia	-	-	-	-	-	-
Guam	X	X	-	X*	-	X
Palau	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-

Participation Data Reported On General Assessments								
State	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with No Scores	Number of Students with No scores	Percent of Students with No Scores
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	1	2	0	2	0	1	0	0
Total All Regular and Unique States (N=61)	23	37	9	28	11	9	11	6

¹ Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

² Alabama reported participation rate by grade, but denominator was unclear (e.g., 9.17%)

³ Florida reported participation rate by grade but by accommodated status.

⁴ Iowa reported participation rate by grade, but by accommodated status.

⁵ Maine only had rates found for Science.

⁶ Massachusetts reported participation rate by grade, but by accommodated status and percent not tested.

⁷ New Hampshire reported participation data by grade, but as percentage of all students enrolled in grade.

⁸ North Carolina reported percent participating as percent of all students tested in grade (e.g., 10%)

Table B-10. How Participation was Reported in States for the Alternate Assessments based on Alternate Achievement Standards, 2014-2015

(Note: There is an asterisk after the state name if the state did not report data by grade and test.)

State	Participation Data Reported On AA-AAS						Percent of Students with No Scores
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	
<i>Regular States</i>							
Alabama	-	-	-	X	-	-	-
Alaska	X	-	-	X	-	-	-
Arizona	-	X	-	X	-	-	-
Arkansas	-	-	-	-	-	-	-
California	-	X	-	-	-	X	-
Colorado	X	-	-	-	-	X	X
Connecticut	-	-	-	X	-	-	-
Delaware	-	-	-	X	-	-	-
Florida	-	X	-	X	-	X	X
Georgia	-	X	-	-	-	-	-
Hawaii	-	-	-	X*	-	-	-
Idaho	-	-	-	X*	-	-	-
Illinois	X*	X*	-	-	X*	-	-
Indiana	-	-	-	-	-	-	-
Iowa	X	X	-	X*	-	-	-
Kansas	-	X	-	-	X	-	-
Kentucky	X	X	-	X	-	-	-
Louisiana	-	-	-	-	-	-	-
Maine	X	X	-	X*	-	-	-
Maryland	-	X*	-	-	-	-	-
Massachusetts	-	X	-	X	X*	-	X

Participation Data Reported On AA-AAS								
State	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with No Scores	Number of Students with No scores	Percent of Students with No Scores
Michigan	-	X	-	-	-	-	-	-
Minnesota	-	X	-	X*	-	-	-	-
Mississippi	-	-	-	-	-	-	-	-
Missouri	X*	X*	-	-	-	-	-	-
Montana	-	-	-	-	-	-	-	-
Nebraska	-	X	X	X	-	-	-	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	X	X	-	X	-	-	X	-
New Jersey	X	X	-	-	-	X	X	-
New Mexico	-	-	-	-	-	-	-	-
New York	X*	X*	-	-	X*	-	-	-
North Carolina	X*	X	X*	X*	-	X*	X*	X*
North Dakota	X*	X	X*	X*	X*	X*	X*	X*
Ohio	X*	X*	X*	X*	X*	-	-	-
Oklahoma	-	-	-	X	-	-	-	-
Oregon	-	-	-	-	-	-	-	-
Pennsylvania	-	X	-	-	-	X	X	-
Rhode Island	X	X	X	-	-	-	X	-
South Carolina	-	X	X	-	-	-	-	-
South Dakota	-	X*	-	-	-	X*	-	-
Tennessee	-	-	-	-	-	X*	-	-
Texas	-	X	-	-	-	X	-	-
Utah	-	X	-	-	-	-	-	-
Vermont	-	-	-	-	-	-	-	-

State	Participation Data Reported On AA-AAS					
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores
Virginia	-	X	-	X	X	-
Washington	X	-	X*	-	X*	-
West Virginia	-	-	-	X*	-	-
Wisconsin	X	-	-	-	-	X
Wyoming	-	X	-	X	-	-
Total Regular States (N=50)	17	30	7	22	10	12
Unique States						
American Samoa	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-
District of Columbia	-	X	-	X*	-	-
Federated States of Micronesia	-	-	-	-	-	-
Guam	X	X	X	-	-	X
Palau	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-

State	Participation Data Reported On AA-AAS						
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with No scores	Percent of Students with No Scores
Republic of Marshall Islands	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-
Total Unique States (N=11)	1	2	1	1	0	1	0
Total All Regular and Unique States (N=61)	18	32	8	23	10	8	13
							7

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

Table B-11. State Abbreviation Key

State Abbreviation	State's Full Name	State Abbreviation	State's Full Name
AL	Alabama	MO	Missouri
AK	Alaska	NV	Nevada
AR	Arkansas	NH	New Hampshire
AZ	Arizona	NJ	New Jersey
CA	California	NM	New Mexico
CO	Colorado	NY	New York
CT	Connecticut	ND	North Dakota
DE	Delaware	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
HI	Hawaii	PA	Pennsylvania
ID	Idaho	RI	Rhode Island
IL	Illinois	SC	South Carolina
IA	Iowa	SD	South Dakota
KS	Kansas	TN	Tennessee
KY	Kentucky	TX	Texas
LA	Louisiana	UT	Utah
ME	Maine	VT	Vermont
MD	Maryland	VA	Virginia
MA	Massachusetts	WA	Washington
MI	Michigan	WV	West Virginia
MN	Minnesota	WI	Wisconsin
MS	Mississippi	WY	Wyoming

Table B-12. How Performance was Reported in States for the General Assessments, 2014-2015
 (Note: There is an asterisk after the state name if the state did not report data by grade and test.¹)

State	Performance Data Reported for General Assessments						Other (e.g., Percentile)
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	
Regular States							
Alabama	-	X	-	-	-	-	X
Alaska	X	-	X	X	-	X	X
Arizona	X	-	-	-	-	-	X
Arkansas	X	-	-	-	-	-	X
California	-	X	-	-	-	-	X
Colorado	X	-	-	X	-	X	X
Connecticut	X	-	-	X	-	X	X
Delaware	X	-	X	-	-	-	X
Florida	-	X	-	-	-	-	X
Georgia	-	X	-	-	-	-	X
Hawaii	X*	-	X	X	-	-	X*
Idaho	X	-	-	-	-	-	X*
Illinois	X	-	-	-	-	-	X
Indiana	X	-	X	X	-	-	X
Iowa	X	-	-	-	-	-	X*
Kansas	-	X	-	-	-	X	X
Kentucky	X	-	-	-	-	-	-
Louisiana	-	-	-	-	-	-	-
Maine	X*	-	-	X	-	-	X*
Maryland	X*	-	-	X*	-	-	-
Massachusetts	X	-	-	-	-	-	X
Michigan	X	-	-	-	-	-	X
Minnesota	X	-	-	X	-	X	-

State	Performance Data Reported for General Assessments						
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
Mississippi	-	-	-	-	-	-	-
Missouri	-	X	-	-	-	X*	X*
Montana	-	-	-	-	-	-	-
Nebraska	X	-	X	-	-	-	X
Nevada	X	-	-	-	-	-	X
New Hampshire	X	X	X	X	X	X	X
New Jersey	X	-	-	-	-	X	X
New Mexico	X*	-	-	-	-	-	-
New York	X	-	-	-	-	X	X
North Carolina	X	-	-	X*	-	-	X
North Dakota	X*	-	X*	-	-	-	-
Ohio	X	-	-	-	-	X	X
Oklahoma	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	-	-
Pennsylvania	-	-	-	-	-	-	-
Rhode Island	X	-	-	-	-	-	X
South Carolina	X	-	X*	-	-	-	X
South Dakota	-	X*	-	-	-	X*	-
Tennessee	X*	-	-	X	X	X	-
Texas	X	-	X	X	X	X	X
Utah	-	-	-	-	-	-	-
Vermont	-	X	-	-	-	-	X
Virginia	X	-	X	-	-	X	X
Washington	X	-	X	X	X	X	-
West Virginia	X*	-	-	-	-	-	-

State	Performance Data Reported for General Assessments					
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level
Wisconsin	-	X	-	-	-	X
Wyoming	X	-	-	-	-	X
Total Regular States (N=50)	35	9	10	13	5	14
<i>Unique States</i>						
American Samoa	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-
District of Columbia	X*	-	-	X*	-	X*
Federated States of Micronesia	-	-	-	-	-	-
Guam	X	-	-	-	-	X
Palau	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-
Total Unique States (N=11)	2	0	0	1	0	1
Total All Regular and Unique States (N=61) checked in tab import for figs and all matched	37	9	10	14	5	15
					39	19

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

Table B-13. How Performance was Reported in States for the Alternate Assessments Based on Alternate Achievement Standards Used for Title I Accountability, 2014-2015

(Note: There is an asterisk after the state name if the state did not report data by grade and test.)

State	Performance Data Reported for AA-AAS				
	Regular States		AA-AAS		
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient
Alabama	-	X	-	-	-
Alaska	X	-	X	X	X
Arizona	X	-	-	-	-
Arkansas	-	-	-	-	-
California	-	X	-	-	-
Colorado	X	-	-	X	X
Connecticut	X	-	-	-	-
Delaware	X	-	X	-	-
Florida	X	-	-	X	X
Georgia	-	X	-	-	-
Hawaii	X*	-	X	-	-
Idaho	X	-	-	-	-
Illinois	X	-	-	-	-
Indiana	-	-	-	-	-
Iowa	X	-	-	-	-
Kansas	-	X	-	-	X
Kentucky	X	-	-	-	-
Louisiana	-	-	-	-	-
Maine	X	-	-	-	-
Maryland	X	-	-	X*	-
Massachusetts	-	X	-	-	X

State	Performance Data Reported for AA-AAS						Percent by Achievement Level
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	
Michigan	X	-	-	-	-	-	X
Minnesota	X	-	-	X	-	X	X
Mississippi	-	-	-	-	-	-	-
Missouri	-	X	-	-	-	X*	X*
Montana	-	-	-	-	-	-	-
Nebraska	X	-	X	-	-	-	X
Nevada	X	-	-	-	-	-	X
New Hampshire	X	-	X	X	X	X	X
New Jersey	-	X	-	-	-	-	X
New Mexico	X*	-	-	-	-	-	-
New York	X*	-	-	-	-	-	-
North Carolina	X	-	-	X*	-	-	X
North Dakota	X*	-	X*	-	-	-	X*
Ohio	X	-	-	-	-	X	X
Oklahoma	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	-	-
Pennsylvania	X	-	-	-	-	-	X
Rhode Island	-	-	-	-	-	X	X
South Carolina	X*	-	-	-	-	-	X
South Dakota	-	X*	-	-	-	-	X*
Tennessee	-	-	-	-	-	-	-
Texas	X	-	X	X	X	X	X
Utah	X	-	-	X	-	-	-
Vermont	-	-	-	-	-	-	-
Virginia	X	-	X	-	-	X	X

Performance Data Reported for AA-AAS						
State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level
Washington	X	-	X	X	X	X
West Virginia	X*	-	-	-	-	X
Wisconsin	-	X	-	-	X	-
Wyoming	X	-	-	-	-	X
Total Regular States (N=50)	32	9	9	12	4	13
Unique States						
American Samoa	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-
District of Columbia	X*	-	-	X*	-	X*
Federated States of Micronesia	-	-	-	-	-	-
Guam	-	-	-	-	X	-
Palau	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-
Total Unique States (N=11)	1	0	0	1	0	1
Total All Regular and Unique States (N=61)	33	9	9	13	4	15
						34

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades.

Table B-14. Accommodations Data Reported for Students with Disabilities on General Assessments 2014-2015

Regular States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Alabama	No	No					X
Alaska	Yes	Yes	X	X			
Arkansas	Yes	No	X		X		
Arizona	No	No					X
California	Yes	No	X		X		
Colorado	Yes	Yes	X	X			
Connecticut	No	No					X
Delaware	No	No					X
Florida	Yes	Yes	X	X			
Georgia	No	No					X
Hawaii	No	No					X
Iowa	Yes	Yes	X	X			
Idaho	No	No					X
Illinois	No	No					X
Indiana	Yes	Yes	X	X			
Kansas	No	Yes	X				X
Kentucky	Yes	Yes	X	X			
Louisiana	No	No					X
Massachusetts	Yes	No	X		X		
Maryland	Yes	No	X		X		
Maine	No	No					X
Michigan	No	No					X
Minnesota	No	No					X
Missouri	No	No					X
Mississippi	No	No					X

Regular States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Montana	No	No					X
Nebraska	No	No					X
Nevada	Yes	Yes					
New Hampshire	Yes	No	X	X	X		
New Jersey	No	No				X	
New Mexico	No	No				X	
New York	No	No				X	
North Carolina	Yes	Yes	X	X	X		
North Dakota	Yes	No	X	X	X		
Ohio	Yes	Yes	X	X	X		
Oklahoma	No	No				X	
Oregon	No	No				X	
Pennsylvania	Yes	No	X	X	X		
Rhode Island	No	No				X	
South Carolina	No	No				X	
South Dakota	No	No				X	
Tennessee	No	No				X	
Texas	Yes	Yes	X	X	X		
Utah	No	No				X	
Vermont	No	No				X	
Virginia	No	No				X	
Washington	Yes	Yes	X	X	X		
Wisconsin	No	No				X	
West Virginia	No	No				X	
Wyoming	No	No				X	

Unique States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
American Samoa	No	No					X
Bureau of Indian Affairs	No	No					X
Commonwealth of Northern Mariana Islands	No	No					X
District of Columbia	No	No					X
Federated States of Micronesia	No	No					X
Guam	Yes	Yes					
Palau	No	No					X
Puerto Rico	No	No					X
Republic of Marshall Islands	No	No					X
U.S. Department of Defense Education Activity	No	No					X
U.S. Virgin Islands	No	No					X
Total States	19	13	20	12	7	1	41

INSTITUTE *on* COMMUNITY INTEGRATION

UNIVERSITY OF MINNESOTA

NCEO is an affiliated center of the Institute on Community Integration